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Laying The Foundation Stones Of
Children's Reading

Letha M. Davidson

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JUNIOR BOOKS

*Check List of New Titles
published in October. .*



TITLE	AUTHOR ILLUSTRATOR	AGE	DESCRIPTION
THE SHIRE COLT	Zhenya and Jan Gay	Picture Book	Brownie's first summer in the Cotswold Hills. Reg. ed. \$2.00 Lim. ed. \$10.00
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THE TOWN OF THE FEARLESS	Caroline Dale Snedeker	Older	About the people who made New Harmony, Ind., unique. \$2.50
DURANDAL	Harold Lamb Allan MacNab	Boys and	A Crusader, exiled in the East, recovers the sword of Roland. \$2.50
YOUNG TRAJAN	Elizabeth Cleveland Miller Maud and Miska Petersham	Girls	A peasant boy leads a revolt in modern Rumania. \$2.00
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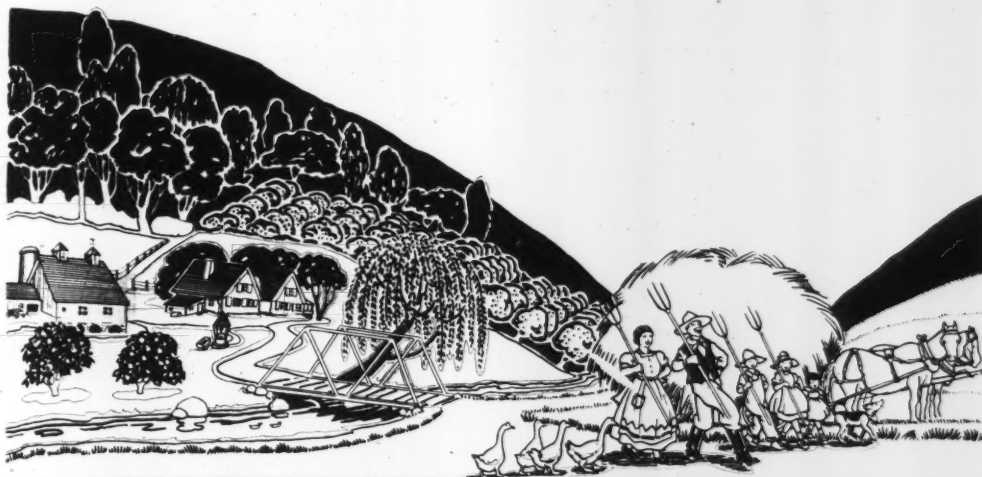
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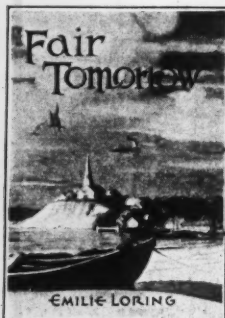
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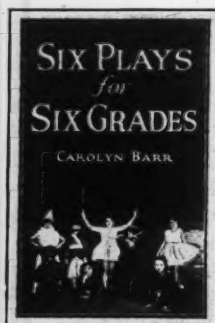
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Forthcoming Issues of THE LIBRARY JOURNAL

* We have substituted Miss Davidson's article on "Laying the Foundation Stones for Children's Reading" for the article promised by May Lamberton Becker, but we are quite sure you will pronounce this article an outstanding one on children's reading.

* Mr. Ferguson of the Brooklyn Public Library presented another side of the Adult Education subject at the New York State Library meeting at Lake Placid last month and we are delighted to announce that, along with Miss Flexner's article "The Reader, The Librarian, and The Book," we will present his paper on "Adult Education and the Library Staff." You will also recall that we promised for this same issue articles by Miss Lutie Stearns and C. Edward Graves.

* If you read, and even if you missed, Karl Brown's article on "The Buying Power of Libraries" in the June 20 issue of *The Publishers' Weekly*, you will be interested to know that the leading article in the November 15 issue of THE LIBRARY JOURNAL will be a continuation of this article entitled "What the Librarian Wants."

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Laying the Foundation Stones of Children's Reading

By LETHA M. DAVIDSON

Librarian, Ames, Iowa, Public Library

THIS AMAZINGLY heavy subject recalls to my mind a story I read as a child, in a certain reader with a freckled brown cover. That story was all about Ben Franklin, and how he and his friends carried stones to the river's edge to erect a particularly fine pier for their own use. And just as they got it done, along came Mr. Franklin, Senior, who told them that it was all wrong, and would they please put those stones back where they got them from at once? So you can't tell, when you lay a lot of stones, how long you will have the satisfaction of thinking you did the right thing.

Times without number we have heard of the importance of giving children a good reading background, and I have no doubt but that every worker with children believes in it. We have only to consider the shortness of the time that children are children, to realize that those years must not go to waste. And the habit-forming years are the early ones—another reason for trying to give the children good reading habits. I think Miss Effie Power must have had all these things in mind when she said: "The children's library must anticipate the adult library." That sums up our problem. Our chief concern is to train, stimulate, inspire, coax or cajole our child patrons, according to their several necessities, so that when we send them on to be adult readers, as many as possible of them will be lovers of good books.

There was a time when grown persons, teachers especially, felt the necessity of acquainting children as fast as possible with "the classics." They went at it sternly, too, impressed with the awfulness of having children die young, without having read *Pilgrim's Progress*, *Paradise Lost*, or Burke's *Conciliation*. Even in our own school days we heard much about the classics. We met them in school, and usually found them abominable frumps in the matter of dress, which led us to suspect their contents of being as bad or worse. They were supposed to be good for our souls, but they were oh, so hard to look at. And most of these unattractive series were named for famous men. There was one set of classics, very inexpensive, that was named, for reasons which I know not, but suspect, The Carlyle-Burns Edition. They were bound in watery blue and murky yellow, and I have heard this story about them. A freshman who was asked to write a poem about books, with great difficulty produced this quatrain for his English teacher:

"As I was laying on the green
A blue and yellow book I seen.
I seen it was the Carlyle-Burns edition
And left it laying in the same position."

With the many handsomely illustrated editions of the classics available today, the old state of affairs is happily over. It is no longer difficult to make children love books, when the books themselves are so irresistible. We

have studied the psychology of the child mind, and have made tests to find out what kind of paper and ink and pictures they prefer, until it is a wonder that they are not spoiled entirely by the fuss that has been made over their likes and dislikes.

There is something thrilling, no matter how familiar the sight, in a room full of children looking at books. They give themselves up so unreservedly to the power of the story or the pictures, and they show their pleasure so spontaneously when they get what they want. Also their patience is longer. One very busy evening I noticed a baby, or what I thought was a baby, looking at the easy books. He would take out one, look at it, and put it back (in the wrong place); take another, reject it, put it back and so on. He seemed to prefer the horizontal to the vertical in matters of shelving. But the charging desk was a turmoil, and I could not stop just then. He kept steadily on, until he had looked at and laid aside every easy book in the library. Then he sat down, somewhat wearily, on a little chair, and waited for his father. He made no attempt to look at a single book he had handled. When the father came back he came to the desk: "Last time we were here you showed my boy a book about trains and I wouldn't let him take it because I thought it was too old for him. That was over a month ago and he hasn't talked about anything else since. Now I brought him back to get it, and he can't find it." With some effort I remembered *The Wonderful Locomotive* and produced it, but not from the easy book shelves. The child was so happy he had to be taken out. He was too young to understand library rules, but he knew what he wanted. I think he is well on the way to being a book lover. Then there is Louise, who is six. She comes in "to see the books." Her method is to hunt for her favorites until she gets a lapful and then sit in the little rocking chair and rock them, while she tells me what is inside, and why she likes each one. It is hard to get her to take a new one, because she likes the old ones so well. She sits and pats their covers and treats them much as other little girls their dolls. I believe the first foundation stone will be laid when we can say that "all the children of all the people" are book lovers. Matters of taste will follow naturally then.

Our chief concern, when children have passed the easy book stage, and have mastered the mechanics of reading, is to give them as much literary background as possible in their reading, so that when they become adult readers they will not be puzzled by allusions to persons or happenings in mythology, or folk

stories, or the *Bible*. Of course our success depends largely on the help that we get from the children's fathers and mothers, and a great part of our work is in educating the parents to see the necessity for guiding their children's reading.

We hear a great deal today about the American home. There are those who say that it is not, on the average, very homelike. I wonder if the trouble with it may not be that it has too much foreground and not enough background. I usually get most discouraged about the American home at Book Week, for it is then that we all hear things like this:

"What shall I get Robert for Christmas? He does love books so. I promise myself I'll take more time to read to him, but I belong to four clubs, and my dear ——— you know how it is! But anyway, I just must do something about it. Maybe week after next, when I'm not quite so busy."

Up comes another mother, brightly.

"Do you have books for reading aloud? I have three children, a boy fourteen, a girl twelve, and a boy eight, and every year during Book Week I just drop everything and read aloud to them one evening."

But she is swept aside by Mrs. Atherton who has come to get a book for Pauline.

"Yes, she's ill, but she hasn't read much. She just loves to read, but what with school and Campfire and dancing and her music, and French lessons she never seems to have much time. And I do think she ought to be outdoors some, don't you? Yes, that looks like a nice book, but it's so thick. She never could get through that in two weeks. Haven't you something thinner?"

When the tea is over, and you are cleaning up the lemon rinds, does it ever occur to you that the children most to be envied are the ones with broken legs? They, at least, have time to read. What can librarians do about creating proper reading backgrounds for children in homes like that? We can't ignore them and work on the little poor ones, for these very children are our most promising material, and they are certainly going to be the leaders of the next generation. But if we sit down and count up what they need to know about literature and divide it by the time we know they will have to read, we can see at once that they can't read everything—no, nor half of it. In the face of these overcrowded programs, and keeping in mind that new children's books are appearing with amazing rapidity, I think we should ask ourselves rather often which books we consider essential to a good reading background, and which can be spared if they must. Possibly our views will have changed since the last time we thought about it. This is a changing world.

Of course we cannot part with easy books

and picture books, nor do we need to, for children usually have plenty of time to read when they are very young. There is such a wealth of excellent and inexpensive material for them, that we can afford to be quite selective, and ban from our easy book shelves all but the very best picture books, and the best editions of the little children's classics. We cannot be too careful about the pictures that illustrate the old favorites. I once saw a child quite perturbed because the story said of *Peter Rabbit*, "He got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new." While in the picture Peter was wearing a red jacket. The pictures in her book were cheap and careless throughout. I feel that it does not pay to use books of that kind in the children's room.

Some publishers of readers and primers require, not only of their authors and editors, but of their illustrators, the most painstaking and original work. This makes it possible to replenish the easy book shelves with really good books at small cost, and to be sure that we are getting carefully graded reading matter, even though we cannot all be experts in primary education. We cannot, however, depend on all readers and their publishers. It is a good plan to attend the yearly State Teachers' Meeting, to go over the publishers' exhibits, and examine the books before buying. Could we, in our search for minimum essentials, omit anything from the fairy tale shelves? Certainly not all of them, for fairy tales are a part of every child's heritage. The atmosphere of fairyland, the princes, the maidens, the playing fountains, the delicious air of magic and enchantment, are more than pleasant. They are stepping stones to the amenities. They encourage idealism and stretch the imagination. However, modern fairy tales can be scrutinized more carefully before we give them shelf room, and we can easily do without them unless there is some real originality or beauty about them.

I once gave to the *Bible* story corner of my children's room a respectful but distant approbation. I realized the color and beauty of the hero stories, but remembering how easy it is to offend people in matters of religion, I did not push the *Bible* stories much. Then one day something happened. I had just received

From Now to Adam, by Langstaff, and had discovered the panoramic sheet of illustrations in the back. This sheet is not attached to the book in any way, and it is, somehow, more successful than the book itself. The illustrations in the text are here repeated—twenty-eight of them, beginning with Adam and Eve, then Cain and Abel, and so on to the Star of Bethlehem, the beautiful and decorative designs placed side by side on the sheet. I had put

it under glass on a low table in the children's room, and was wondering how the children would like it. Just then came Edna and Edwin, twins from a poor section of the city. They spied the map and began talking about it to each other, evidently much puzzled. So I undertook to explain. "You know this story, don't you? This is Samson pulling down the temple." "No," said Edwin. So I tried Edna. "Here, do you know this one?" "Huh Uh! It's a baby though." "That's little Moses in the bulrushes and the princess finding him." Edna was much interested. "Does she get to keep him?" "Yes, it's a good story. Would you like to read it?" Emphatically she would. Presently I tried Edwin again, with no better success, but at last he

poked a dirty finger at Cain and Abel and said, "Bet I know who that one is." "And who is it?" I beamed. "That's Tarzan of the Apes," replied Edwin. They went home with Grover's *Old Testament Stories*, and henceforth I circulate a *Bible* story whenever I get a chance. It isn't safe to have them growing up all around us like that. Someone might offer them "butter in a lordly dish," and I think they ought to know what to expect. I think we should see that every child knows at least where the *Bible* stories are. Background would be sufficient justification, even if it were not for the famously good story-telling material that is in the stories of David and Daniel and little Moses, whom the princess was allowed "to keep."

The Greek heroes must certainly stay. They are here on our bookshelves precisely because they have had much to give to every generation between this one and the days when Homer sang. Hero worship is one of the strongest and safest factors in the development of character, and I am glad that children are given time in school to follow Ulysses in his wanderings, to write plays about Pericles,



and to carve the Parthenon in Ivory Soap.

Our *King Arthur* books and our *Robin Hoods* should also be plentiful and various. I would rather spend my book budget disproportionately for these, than to offer the children shabby, worn-out, or cheap editions. Here are the finest stories of all times, and we can make this plain to the child by offering them to him bravely dressed. Also they pave the way to other things—poetry, for instance. Boys who think they hate poetry will prick up their ears when they hear, "Sherwood in the twilight. Is Robin Hood awake?" Howard Pyle in his *Robin Hood* and *King Arthur* stories has preserved the original events and characters of the old tales, adding to them from his own artistic imagination the flame colored linens, the canopies of scarlet cloth, which will do more to make a child see beauty than a whole lecture on art. So I think we should not feel that the Pyle books are too expensive for us, even though they do cost \$3.50.

When it comes to budgeting funds, I think it is easier to waste money on the story books than anywhere else, even though they may not seem to cost so much, on the face of it. Perhaps it does take Spartan courage to refuse to buy a new girls' story because it does not contain anything distinctive, and is the eighth of a series. Perhaps it takes even more courage to say to a well-meaning patron who comes donating, "No, I'm afraid we can't agree to put that set of *Elsie Dinsmore* on the children's shelves, though of course we appreciate, etc." But isn't that the sort of decision that is expected of us? We have been talking about background as a factor in the cultivation of good taste. Certainly it plays an important part in story books. Girls are absorbing from their stories, true or false ideas of life, and are gaining true or false ideas of value, even when they read for amusement. It is not a case of whether or not Amy March and Ruth Fielding are "nice girls." Doubtless they both are, but which of them would make the best companion for the girls that come into your library? They think they are looking for thrills and excitement, but unconsciously they are looking for characters to admire. And I think we should insist that our girl heroines should at least be real people "made of meat" instead of silly paper dolls with no real personality. On the whole, I think boys are somewhat less of a problem. To be sure, they clamor for air books, and mystery books, but the majority of them will enjoy *Jim Davis* or *Men of Iron*, if they find the other stories are hard to get. And their school stories, though they are not

remarkable, are a little better than the corresponding girl's boarding school books which so often seem to be about nothing at all.

The whole point of working with children to give them background is made clear when we come to consider the last foundation stone—the formation of good taste. This is one of the last things to be attempted before our children leave us for the adult library, and is quite the most important thing about our work with them, for on it depends their future as readers. Of course standards are unconsciously formed from the earliest years, but it is during the last years in the children's department that they themselves begin to think about good and bad in books. Most of us have chosen to be children's librarians because we prefer to work with plastic patrons rather than with those whose tastes and opinions are formed. It is a good reason for a choice, but one which implies very definite responsibilities. We are expected to help children form standards of judgment about books, which means about life as well. We must encourage them to be discriminating—to choose the real and enduring thing in preference to the false and trivial one. This is not so solemn and awful as it sounds. Even a funny book can be really funny or trivially and falsely funny. And we are building foundations—solid ones.

What shall we say, then, when a candid youngster calls us to stand our ground against his own very honest opinion? "I don't see why you think *Tom Sawyer* is a good book and *Tom Swift and His Airship* is a bad one. They both had exciting adventures." And "Why do you like *Tom Bailey* so well? *Tom Slade* is a lot more up-to-date." Nobody can foresee what the right answer will be in such a case. There is no catechism that can be learned and applied. The answer, if it is to have any value, will be a subtle combination of fact and theory in argument. But it will be different for every child, and for every librarian, being compounded of the personality reactions and the ideas of the two who talk. There is one thing to bear in mind. When the Old become dogmatic, the Young become deaf.

A love for books, at least a modicum of literary background, and the beginnings of judgment about books are the foundations that should be laid by the children's department. We have been talking about the kinds of books that will best accomplish this; but the books are only half of it, perhaps not even half of it. A factor of tremendous importance is the personal equipment of the children's librarian. To begin with, she should be one because she

wants to be. She should have a consuming interest in children, how they act, what they think, how they change from week to week, from minute to minute. She should study the effect of her presence on them. Will they talk freely and joyously about books to each other, but answer her in monosyllables? Does she have to "discipline" at her story hours, or can she just tell stories? Perhaps she has a nice interior but a too stern outside. If you wonder what sort of person you are, watch your children and you will soon find out. They are very sensitive barometers. The most successful children's librarians are the ones who can be perfectly natural with children without having them either freeze up or take undue advantages.

I do not see how any one can do successful library work with children unless she knows more than a little about children's books. Of course every librarian should know her books, but with us it is particularly necessary. We must be ready to answer the oddest questions dealing with the most specific details of the most unexpected books. And on our ability to answer promptly and correctly, depends our rating with our patrons. "How old was Heidi? And how old were the children in the *Slowcoach*? And who were the *War Hawks of 1812*? And where's a book on dynamos?" There is not much sameness about the daily routine of question answering. You can never prepare, for you never know what is coming next. You only know that at four o'clock every day you are going to be on trial for your life and reputation, and that you must not be found wanting. So we must read and read and read, knowing that however much we can manage to read, it will never be quite enough. I have had cause many times to be thankful for a certain trick of my memory which makes it possible for me to capitalize almost all the reading I did as a child. I happen to be able to remember where I read a book and when, and how old I was, and what I thought of it. I have found this a great help in dealing with children of different ages, and in jumping, as one does, from the five to the fourteen-year-old without stopping for breath. This faculty, whatever you call it, is a good thing to cultivate. If you have never thought of your own reading as a child in this definite way, you may find it a help to do so.

Of course we should be perfectly familiar with the standard books in all classes. Any book about children's reading will furnish a check list: Terman and Lima is as good as any. In checking such a list we will notice some things we have read and some we have

missed, and the thing to do is read the rest as soon as possible. Book reviews and book notes are helpful, but they will not take the place of the books themselves. We have to be constantly dipping into books, here and there, reading primers and animal stories and fairy tales and histories. Much of the reading just happens to get done, but the rest must be done at home at night. When it comes to selecting new books, they should be carefully examined and read, if possible, first, so that we may judge of their worth, and second, so that we may know what we have when we get it. If we do not read the new children's books as they are added, the chances are that we never will. *The Children's Catalog*, *The Horn Book*, *Realms of Gold*, are all valuable aids, but they cannot take the place of actual reading. We must read fast and furiously, with our critical wits at the sharpest, and then we will only be able, as the Red Queen said, "to stay where we are."

Each year a teacher is required to take a certain number of hours of college work, just to keep her mind alive. I believe it is a good plan for every children's librarian to require of herself one exhaustive piece of work in the field of children's literature every year. It is really fun to select a subject, King Arthur, for example, and to read every single word about it in the library, from the easiest book on the shelf right through to the scholarly and charming articles in the *Encyclopedia Britannica*. The reading should be done in an orderly fashion, and notes should be kept, for they will be most valuable later. Such a project often shows the relation between our work and that of the adult library in such a way as to convince us all over again that children's work is worth while. It is quite easy to get into a rut in children's work. You can come in the morning, hang your hat on the same old hook, set the stamps, hand out the same old books and make the same remarks about them, until you have gone straight through the day without using your head once—if you aren't careful.

I once had a volatile red-haired friend who said that more than anything else in the world, she feared getting gelid. It was a new word to me, but I found that it meant "congealed by a process of slow cooling"—a disastrous thing! No wonder she feared it! But I have felt the beginnings of gelidity more than once. I think it is a horrible fate that hangs over all librarians—this getting gelid. Now and then we see those who have succumbed to it, by so imperceptible a process that their library boards scarcely know the

difference. But it is a great menace, and something should be done about it.

There is, somewhere, a poet named Hor-tense Flexner. I think she is not a librarian, and it is a pity, for she has caught and imprisoned in words one of the high moments that come to us rarely, when for an instant, we can see our work in its relation to the work of the world. She calls her sonnet "Children's Room."¹

She was librarian, and he that read
Bent to his book, and pushed the pages back
With a flat palm, the five square fingers spread,

Till she could hear the pages rise and crack.
So she stood softly, stooped above his chair,
While he looked up with a far traveled glance
And heard as best he might—for all the air
Was black with battle—crash of sword on lance.

Some come to fabled cities and their lore
Doubtful or timid; some will never laugh!
Here was a knight that thundered at the door,
And hacked his way through every paragraph;
Who took by storm the tale; slew, ravaged, burned,
And in his zeal crushed every page he turned.

There is room in children's library work
for poets.

¹ THE LIBRARY JOURNAL 47:1062, 1922.

The Making of Book Lists for Boys and Girls

By ALICE M. JORDAN

Supervisor of Work With Children, Boston, Massachusetts, Public Library

EVERY young children's librarian is eager to try her hand in the making of book lists. It is one of the natural instincts we have, to share our pleasure in reading with those whose acquaintance with books has been less wide than ours, and we have in justification of our urge the example of many distinguished public characters from Sir John Lubbock with his "Hundred Best Books" to Will Durant's recent selection. There is nothing occult about the making of book lists for boys and girls. It calls for sound literary judgment, a knowledge of books, and a feeling for books that belong together, as well as experience with children's interests in reading. Any assistant who has worked with children long enough to know their response to what they find in a well-selected library might share in the making of a list. Its final form must be determined by one directing head. And this is true of all cooperative efforts in list making.

There are two types of reading lists in general use in children's rooms. The one, for those older persons who are working with children; the library force, story-tellers, club workers, parents. (I do not speak of teachers and schools because they are to have full consideration later.) Examples of such general lists, helpful in other libraries as purchasing aids, are the full catalogs of the Carnegie Library of Pittsburgh and that of the Boys and Girls House at Toronto. There

are also special lists for older persons of which the *Children's Books from Twelve Countries* is a notable example. It is one of which the Section for Library Work with Children may be proud; attractive in format and informing in substance, a valuable aid to the choice of books in languages other than English. Another special list for the older person is the list of *Stories to Tell and to Read Aloud*, published by the New York Public Library, a compilation grown out of the long experience of different members of a library staff. The assembling of material tested by a number of persons has given the selection added richness and color. Story-tellers everywhere are reaping the benefit of this varied and large experience. Still another list of this type is *Books for New Americans*, published by the St. Louis Public Library and intended for foreign born adults who are learning English. This is a very helpful publication, bringing together the names of books generally found in children's rooms, that have a content suitable for older people, yet are written in simple, direct language. The classification headings make it easy to use. They will appeal both to the foreign born readers and to the teachers of classes where English is taught. The same library has a valuable list, *World Friendship Through Children's Books*, which makes appeal to children and also to those who work with them. There are many other valuable

lists, of a similar nature, planned for the grown person who for one reason or another wishes the assistance of those who have made a study of children's books.

The lists for the use of boys and girls themselves are numberless and varied. Those of us whose memories stretch back for two decades or more have seen these multiply amazingly. Before our time though they were, we can perhaps remember seeing the earliest of these, "Reading for the Young," made back in the 80's by John F. Sargent, a comprehensive and annotated catalog covering the best that had been published for children up to that time. Later came the lists made by Miss Hewins over a long stretch of years, the first, wisely introduced and understandingly annotated, as long ago as 1882. Miss Hewins always flavored her lists with the salt of her own love for literature and feeling for relationships in books. Her quotations from unusual sources, her groupings chosen with keen understanding of the subjects that appeal to boys and girls, have long been an inspiration to children's librarians throughout the country.

The object of this kind of list making I take to be that children may acquire the habit of reading for pleasure, "without which," to quote Lord Grey, "none of us can be independent." It is easy for young people to be overwhelmed by the abundance of which they are suddenly made free when they come to a library. A list made for an individual child is perhaps the ideal. All of us make these lists, but we want also to give guidance to those children who do not ask for help and so we put our selection in more permanent form and make it available to a larger number of readers. But I suspect that the most telling work is done when the compiler has one particular child in mind. Two kinds of readers occur to me; those who just want a good book, and those who may be drawn by a special subject or hobby. Our sense of responsibility will hardly be satisfied if we recommend books that do not measure up to accepted library standards, but we need always remember that our lists of this kind are of value only as they attract and arouse the curiosity of the boys and girls for whom they are intended. So the best reading lists introduce books to be read for enjoyment. They contain a few familiar titles but not merely the obvious or commonplace. The obvious will take care of itself. The group of titles which we want to recommend should carry children along on an advancing path. Study of many of the fine lists on exhibition has shown how strong this thought is among list makers, this

feeling that a reading list offers what is of great value, or leads somewhere. The captions show it. They often carry the idea of a treasure or a road, or stimulate by suggesting adventure and a quest. To the younger children a selection of names of books presented in an attractive form furnish a guide in a bewildering maze. We need to recall how large rooms often seem when you are very young. Handed such an attractive folder as "Playmates" (Washington Public Library), a little child, when he first begins to "take libraries," will be given assurance besides being started on a pathway leading in the right direction. Furthermore, he will have something to take home so that he may make plans for future borrowing.

I like the idea of getting away from labels, and not specifying ages and grades in all our lists. The caption "Playmates," has nothing in it to disturb a newly-acquired sense of dignity. It may be followed by the equally non-committal folder called "Days." The Bangor Public Library has happily taken note of this sensitiveness, native to some children, by having three lists with the same poem, the same picture, and the same title, "Fairy Roads Through Bookland." But down in the lower left hand corner you will learn that one is the Lower Road, one the Middle Road and the third, the Upper Road and without being told you will guess that the titles of each are of varying degrees of difficulty. These lists that do not say in so many words for whom they are intended can be understandingly distributed without hurting any feelings. They help the librarian, too, over her problem of choosing for the mass. We all know individual girls and boys who do not fit into any groove generally outlined for their age, who can take the upper road when their friends are still on the lower one. Do you recall Walter de la Mare's "first rememberable book?" I ask you, which of us would have put it on a list for six or seven-year-olds?

"He is sitting up in bed, his wits still fringed with dream and in the folds of his counterpane lie an orange, a red-cheeked apple, a threepenny bit, and a limp stocking that has well served Santa Claus's purpose. It is not, however, the orange or the apple or the threepenny bit that incarnadines the occasion, but a Book: a limp broad picture-book printed in bold type, with half a dozen or so full page plates in the primary colors—Gulliver, pinned down by lank strands of his hair and being dragged along by a team of cart-horses, fifty strong on a vast shallow dray with wheels like reels of cotton; Gulliver entertaining (and being richly entertained by) two sneezing Lilliputians in his gold snuff-box. . . . *Gulliver's Travels*, then, was that small boy's first rememberable book."

¹ Reid, Forrest. *Walter de la Mare: A Critical Study*.

If a list is a pride to younger children it is often a revelation to the older ones. Here, too, a few familiar titles are welcome as show-



ing the quality to be expected in those that are unknown. They must be brought together with a keen sense of relationships and fitness. This calls for wide reading and a certain type of mind in the compiler. One of the perennial fascinations of the undertaking is the possibility of including fine books that might otherwise be missed, one's own new discoveries possibly. Lists like children's librarians themselves should contain some titles that suggest a "field of attraction beyond the ordinary commonplace."

The subjects offered by libraries in different places are very tempting, arousing curiosity and fairly demanding to be pursued. "The Road to Anywhere" (Washington) calls us at once; so do "Conquerors of the Frontier," "Romance and Adventure," and "Desert Island Stories" (Pittsburgh) and this group from Toronto, "White Magic," "Now We Are Sixteen," "Adventurers." For the young people, too, are the lists of "Biographies," and "Love Stories" from Cleveland and "The Seven League Boots" from the St. Paul Public Library, a suggestive list of biographies that carry the reader far.

Local conditions sometimes call for compilations arranged for a definite section of the country, yet having, too, a wide interest. For example, The Los Angeles Public Library has a very attractive and informing list called "Neighbors on the Pacific," from which the majority of us can get enlightenment. "The Reading List in English History," prepared by the Boys and Girls House in Toronto, supplies especially a Canadian need, but is informing also to libraries in the United States. Then, too, many libraries, either for Book Week or at some other time of year, print a selection of recent titles added to their chil-

dren's collections. "The Enchanted Door," published by the Carnegie Library of Pittsburgh, is an excellent illustration of this type. Christmas and vacation time are other good occasions for making reading lists.

I have said nothing about format, for we all must choose that for ourselves. The use of colored stock is greatly favored for the small lists that children may take home. As distinguishing features, easily recognized by the staff and the children, different colors save time, besides making a strong appeal through the eye. The book mark shape is popular and practical; it is easily slipped into a book. Folders are inviting. Much can be said for the larger page which is not easily lost. Originality of the compiler is shown by the choice of cuts and quotations. When annotations are used, their substance and wording are important marks by which to evaluate the list. The older children read and like annotations. They supply keys to the contents of the books. Their writing is not easy, as you all know. Fresh and unhackneyed phrasing, telling words that say much in little, are most effective. Quotations from the books themselves frequently give the best idea of the book. To be arresting they must not be too



long, they must catch a significant feature, they must contain a promise. It seems to me that in our making of reading lists we like to keep before us the exploring spirit expressed in the line with which Anne Carroll Moore introduces her stimulating list for middle aged children, "On surprise hung all their hopes."

Relation Between Book Arrangement and Reading Interests

By LILLIAN H. SMITH

Head, Boys and Girls Division, Toronto, Canada, Public Libraries

ONE OF THE most interesting and immediately rewarding experiments we have ever made in Toronto was undertaken during the summer months of 1930 when the arrangement of the books in our Boys and Girls Libraries was changed from the Dewey decimal classification to an arrangement which is more intelligible and attractive to boys and girls, and which has grown out of our fifteen years of observation of their reading interests.

The Dewey decimal system of classification as applied to books for children was found unsuitable because, in the first place, the divisions do not represent the reading interests of children; e.g., 000 General works, 100 Philosophy, 200 Religion, 300 Sociology, 400 Philology. In the second place, the Dewey classification makes it impossible to obtain accurate statistics of what children read, from the standpoint of showing their own natural reading interests.

A classification of books for an adult or reference collection is not easily adapted to children's books because the use of the same book in the children's room is entirely different from the use made of it by adult readers. For this reason it is necessary that the arrangement of the children's books should be one which will bring together like groups of books under a subject intelligible to children and well related to their interests. An illustration from the Dewey division "sociology" explains the divergent point of view on the same book by adults and children. Adult readers realize the relation to sociology of economics, civics, commerce, army and navy, folklore, etc., and adults understand why these subjects should be assembled in one large division. To children they are, of course, unrelated. For example, when a child wishes to find, in connection with his geography, the wheat production of Australia, he is sent to 330 where natural products from the economic standpoint are found, not to 919, where the geographies of that country are placed. It is useless to explain to him that the difference lies in one being "economics" and the other not. This is also true of civics, which the child studies in connection with the history

of a particular country. There are also side by side on the 300 shelves books on making plasticine animals, blazing trails, military manoeuvres, and designs for theatrical costumes; and if a child wishes to give a play he finds the pattern for a Roman toga in 390, and scenery for the background in 793. To children all these subjects are left unrelated by the Dewey classification, whereas they are definitely related for children's use to some other class; they should be placed where they are most usefully related. Since fairy tales are placed in this division in large numbers, it is assumed, for statistical purposes, that juvenile circulation of 300's represents the number of fairy tales read, and the use of any other books in this division is accordingly ignored.

The Dewey classification does not accurately show the reading that is being done in the children's room. An evidence of this is the division of easy reading for little children into primers (428), geographies (910), etc. This gives a misleading idea of the number of books that are being read in each of these classes, because the content of these books is not of outstanding value and they are read not so much for the information they may contain as to give facility in reading. For this reason it is more important to the librarian to know how many books are being read by little children than to have them divided up among Philology, Indians of North America, Holland, Nature Study, etc.

The following list shows what has been included in our new arrangement. The allotment of the subject headings has been made to correspond with the development of a child's reading interest from one subject to another, i.e., from picture books to fairy tales, from fairy tales to legendary heroes, and from there to the heroes of exploration, and so on to the standard fiction that is read by the older boys and girls. In this way books of a related interest are brought next to one another on the shelves:

X PICTURE BOOKS

- (1) Books with pictures and a simply running text.
- (2) Books which have such distinguished illustrations as to be valuable as picture books, irrespective of whether the text is written

for little children or not (Ex. Boutet de Monvel's *Joan of Arc*).

Z LITTLE CHILDREN'S BOOKS

Easy books in primer style for children who are learning to read.

A FAIRY TALES

(1) Includes folk-lore and fables.

(2) Hans Andersen—(formerly with fiction).

B LEGENDS

More or less isolated stories of the past written about semi-historical figures who are not so definitely connected with cycle literature as to have been included in the *Epic Heroes* (e.g., *William Tell*, *Guy of Warwick*, *The Bell of Atri*).

C MYTHS

Stories from various sources derived from the religions of early races.

D EPIC HEROES

Heroes about whom complete cycles of stories have accumulated and been given literary form: e.g., Perseus, Siegfried, Cuchulain, Rustam Arthur.

E EXPLORATION

Discovery of new territories as distinguished from Geography, Travel, and Pioneer history.

F FAMOUS PEOPLE

Biography and personal narratives.

G HISTORY

(To be subdivided by country on the shelves.)

H GEOGRAPHY AND DESCRIPTION

Geographies and travel in modern countries. Expeditions for scientific research. (Descriptions of ancient civilizations to be classified with the history of that country.)

K NATURAL HISTORY

Includes all animate life except human, i.e., Botany and Zoology. Owing to the great interest in these subjects, they have been separated from the more theoretical sciences in order to show the number of books that are being read in these classes.

L SCIENCE

Geology, Astronomy, Chemistry, etc.

N PRACTICAL SCIENCE

Includes all the applied sciences and industries.

O THINGS TO DO

This brings together all books on handicrafts and hobbies which were formerly scattered in many places, e.g., 383 Stamps, 600 *Boys Handy Book*, 623-8 Cork ships, 694 Woodwork, 790 Books of pets and hobbies, 793 Boxcraft. These all represent to the children the same interest—of finding out how to make something—and for that reason it is more useful to have all the books of this kind grouped under one head than divided up on the shelves among Practical science, boat-building, carpentry, amusements and games.

P ART

Taken in the broad sense to include architecture, sculpture, and designing, as well as painting and drawing.

Q MUSIC

Theory, appreciation, and stories of the operas, as well as music.

R PLAYS (drama)

Those included formerly in 793 and also in 822,

832, etc., and retellings such as Lamb.

Books on costume and play production.

S POETRY

T THE BIBLE

W STANDARD FICTION

Works of standard authors such as Dickens, Scott, Thackeray. As this is to represent the reading of older boys and girls, books written for younger children, although by standard authors, are not to be included, e.g., *The Rose and the Ring*; *King of the Golden River*; and *Goody Two Shoes*.

Installing our new arrangement involved us in surprisingly few difficulties and was accomplished almost "over night." An account of the practical details of our undertaking, and of the working of the present system may be of interest.

The first step was to assign each book to its new class, which we did by marking the new classification letter beside each title in *Books for Boys and Girls*, which is also our order list. Then with this guide, the letter was written on the books themselves, above the old Dewey numbering which we temporarily disregarded, erasing as time allowed. The books were then placed on the shelves in the new arrangement with their own headings, attractively printed above the sections. The old catalog cards were abandoned, and the shelf list put in its place with the subject printed on the outside of the drawer, corresponding with the subject-heading above the section to which the cards refer. Standard fiction is arranged in one alphabet with other fiction both in the shelf list and on the shelves.

Believing that restriction to one book of fiction places a premium on that class, we removed the restriction, so that every book stands on its own merits and appeal. The result has been a surprising drop in the fiction percentage. We do not know whether this is due to the removal of the restriction, or to the new arrangement which brings all classes so attractively to the notice of boys and girls.

The enthusiasm of the staff over the working and results of the change, and the valid information now available to us as to what our boys and girls read, seem an indication that some change was needed to estimate the value of our work. The new arrangement is elastic, and allows for leeway to fit individual needs and preferences, and as our experience with this experiment grows we hope to have some interesting, accurate and informing material on the kind of books that are read by the boys and girls of our libraries.

Suppose no jolly chaps had known what books the boys like best,—

No Kingsley, Scott and Stevenson, no Cooper and the rest.

Suppose the world were still too young, men had not thought of books

—ABBIE FARWELL BROWN.

Book Week Celebrations

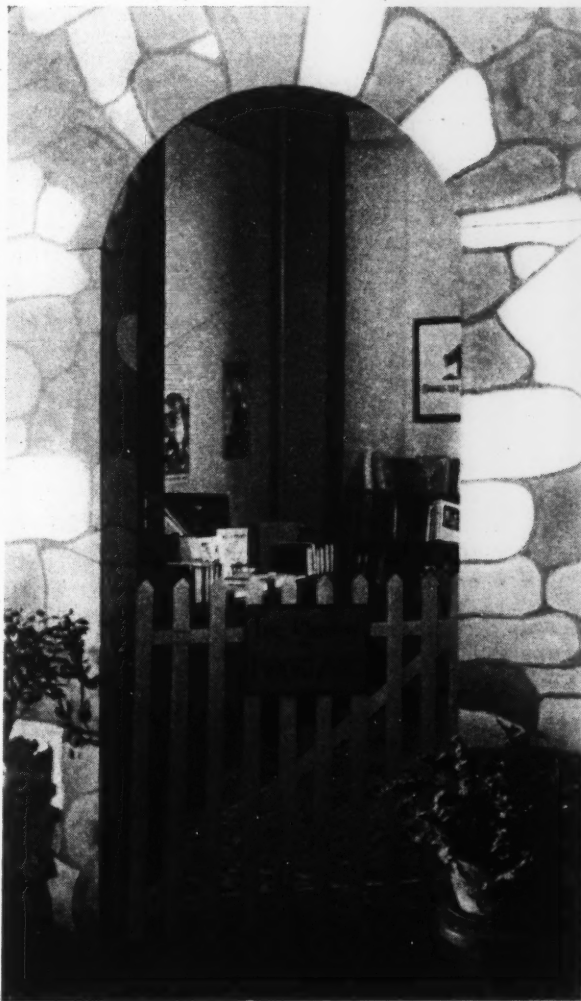
"ROUND THE WORLD IN BOOKS," international friendship through children's reading, is to be the central theme for Book Week this year, November 15th to 21st. Libraries in several

cities have used this theme very effectively in recent years, but this fall the plan is to make it nation-wide, with Round the World Book Fairs in libraries and bookshops throughout the country. With international news in the newspaper headlines daily, it seems particularly appropriate to make Book Week the means of introducing children and parents to the wide variety of interesting books which are linked up with the world friendship theme. Innumerable books may be brought into the displays: stories of children in other lands, travel books, biographies, unusual picture books, fairy and folk tales, books of history, science and adventure which increase a child's knowledge of the past and of the modern world. Round the world tours must begin or end with the United States and the display of books about America will be an important feature of the Book Week exhibit. Suggestions for organizing international book fairs are given by the National Association of Book Publishers, 347 Fifth Avenue, New York.

Bethlehem, Pennsylvania

IT HAS BEEN the custom of the Bethlehem Public Library to arrange an exhibit of children's books each year in one of the offices on the main floor of the building as the children's room is in the basement. The exhibit is arranged especially for Book Week, but is kept in place until after the middle of December to help parents and teachers in selecting books for Christmas. Last year the janitor built an archway and gate of wall board and a member of the staff painted it. The exhibit consisted of four distinct groups of books as follows:

(1) The new fall publications were arranged on a large table. On the wall above it was a poster "Recent Books" as well as the two Jessie Willcox Smith posters and the Wyeth poster; (2) Over a rack of fine illustrated editions of old standards was a poster in silhouette "Books That Never Grow Old"; (3) Another table had books none of which was priced at more than one dollar and twenty-five cents, and most of them one dollar and under; (4) The fourth group was made up of books for little children. This included older as well as recent picture books.



*Both Archway and Gate Are Built of Wall-Board and Painted.
Bethlehem, Pennsylvania, Exhibit*

Cedar Rapids, Iowa

THE MAIN TREND of the Book Week Exhibit in the Cedar Rapids Public Library in 1930 was toward arousing a more sincere and general interest in the subject of children's books and reading among the adult population of the city. New publications of the year, together with a sprinkling of new copies of fine old titles, were arranged in groups and displayed in every available space. Even before the visitor had passed through the doors into the Boys' and Girls' Room, he was greeted by a glimpse of bright new books about "Our Friends of Other Lands," which was the outstanding group of the exhibit. A six inch figure of Pinocchio held the place of honor at this gathering of international children and was the delight of all the visitors. "Picture Books for the Little Folks," "Our Animal Friends," "Books of Adventure," "Historical Stories," "Books for Older Boys," and "Books for Older Girls," were among the other groups arranged invitingly on the tables and on shelves vacated for the purpose. Each group was accompanied by a poster in bright orange and black, the colors emphasized throughout the room. Browsing among the books was freely permitted and many a happy hour and list of books for future reading was the result. A small table with poster and a miscellaneous selection of fine new titles was placed near the adult desk to direct the attention of adult borrowers to the display in the Boys' and Girls' Room, and Book Week posters were displayed prominently about the room so that the idea of books as an important factor in the lives of children could hardly have escaped the notice of any visitor. On a midweek afternoon the library staff entertained at tea, an invitation having been extended to the parents, teachers, and adults interested in children's books through notices in the local newspaper and letters to the Parent-Teachers Associations of the city. The afternoon was an informal one with the staff members present to answer personal questions and assist the guests in making up lists to meet their own particular needs.

Long Beach, California

BOOK WEEK in the Luther Burbank Elementary School Library, Long Beach, California, began on Tuesday last year with a dramatization in the school auditorium of some of the most popular children's books for

parents; the program was given again on Thursday for children. Immediately after the program the Book Fair was opened to parents and tea was served in the library by the children in the costumes in which they had appeared in the Book Week play. Wednesday of Book Week was devoted entirely to children. Colorful posters announcing Book Week and urging the purchase of books for Christmas gifts lined the hall leading to the library. The tables were loaded down with new books loaned by the book store. Framed pictures of much loved authors of children's books as well as a map of adventure were the center of much interest. A framed picture of the real Christopher Robin delighted all the children and renewed interest in *When We Were Very Young* and other titles by Milne. A miniature stage of gold and silver with costumed figures, made for the occasion, to represent "The Three Princesses of the Blue Mountains," produced a clamor for Asbjornsen's *East O' The Sun And West O' The Moon*, illustrated by Kay Nielsen. A slip of paper was given to every child as he entered the library which bore the heading "Books For Christmas." Below the heading was space for the child's name and section number; all slips were stamped "Approved by Luther Burbank Elementary School Library." The Book Fair was open to the third, fourth, fifth, and sixth grades, the only requisite for admittance being a pair of spotlessly clean hands. No books were soiled or damaged and the enthusiasm of the children was boundless. At the time of the program the enrollment of these four grades totalled 544 pupils and a post-holiday count of the books received and given for Christmas numbered 660.

Los Angeles, California

BOOK WEEK activities in Los Angeles in 1930 included a Book Fair which was sponsored by the Los Angeles Recreational Reading Committee; an exhibit of original illustrations from children's books which were loaned by the publishers; and a Doll Convention honoring *Hitty* whose adventures of the last one hundred years earned for her the coveted Newbery Medal of 1929. The Book Fair was held for one day when the bookstore members of the Recreational Reading Committee placed exhibits of attractively new and carefully selected books for children in the Lecture Room of the Public Library. Parents, children and everyone interested in children's reading enjoyed the quiet excitement of see-

ing the new books and talking with some of their authors.

In the Ivanhoe Room for boys and girls, Polly Ivanhoe, the doll member of the Public Library staff, was welcoming delegates to the doll Convention. Announcements of the Convention had been distributed from the many Convention Headquarters,—the Public Library, the City School Library, and the public schools. Dolls began to arrive before Book Week and late arrivals were registered all through the Week. Each delegate was given a numbered card on which her name, any interesting facts concerning her life, and the name and address of her mama were written. Old dolls came, brought in by great granddaughters of their original owners, and dolls so new that their eyes still held a store look. From all over the world they bore their messages of international friendship. They had journeyed in ships across the Pacific, around the Horn and through the Canal; across the plains they had come in covered wagons, by train, by automobile, and even by aeroplane, for Wendy and Alice-Heidi Greenaway flew all the way from the Boys' and Girls' Bookshop in Boston to the Convention. A unique feature of the Convention was a miniature newspaper called the *Los Angeles Doll Convention News* published by the Los Angeles Libraries for Boys and Girls, and distributed to all children who entered dolls. Featured prominently were a friendly letter from Rachel Field herself, sent over her signature and the skyline of New York; telegrams of greeting from Anne Carroll Moore and Louise Seaman; a new tale from the Sierra Nevadas by Monica Shannon; and an interview with Hitty written by Letitia, a doll friend, as she retold it to Lucile Morrison. Hardly less astonishing was a news item which appeared during the week in a local newspaper. "The Book Week idea is based on the success of *Hitty—Her First Hundred Thousand Years*, the story of a Hittite child's doll found during the excavations of ancient ruins in Palestine."

Omaha, Nebraska

IN CONNECTION with Book Week the North High School Library of Omaha, Nebraska, held a Book Illustration Contest last year which proved very successful. Sixty pictures illustrating characters and situations from popular stories were placed upon the bulletin board in the library. The students were given one week in which to study the illustrations and write down the titles of the books from

which the pictures were taken. The members of the Speakers Bureau assisted the library by advertising the contest in all the home rooms of the school. A great deal of interest was aroused in the contest, especially among the younger students. They recognized easily such characters as Penrod and Huckleberry Finn but found it difficult to identify others. The two winners were each given a prize of a two dollar book of their own choice. The librarian accompanied them to the book store to aid them in their selection.

Pasadena, California

THE CHILDREN'S BOOK WEEK exhibit for the Peter Pan Room of the Pasadena Public Library last November was divided into four main divisions according to the idea suggested by Book Week Headquarters. The four groups of books were arranged according to the following subjects: (1) Books to encourage international friendship; (2) Books for young Americans; (3) Background books; (4) The modern world. An alcove was formed in the reference corner by using a display rack, a long seat and a table. Here the books were shown. In order to attract the attention of the public, two of Christopher Robin's friends, "Piglet" and "Tiger," made of cloth, painted and stuffed and looking exactly like the illustrations made by Ernest H. Shepard, were placed on the display rack near the *Winnie-the-Pooh* books. A wooden Pinocchio dressed in the manner of Mussino's illustrations sat on the table next the large Macmillan edition of that book. A very good replica of Rachel Field's "Hitty," carved from soap by a member of the library staff and dressed like Dorothy Lathrop's drawings, stood on a shelf near the opened book showing the picture of the doll and dress. Several lists of books suggesting gifts for Christmas were added to the exhibit. Beautiful picture books were arranged on the rack and table. The books making up the four main divisions of the display, a part of which were loaned by a local book store and a part taken from the "Clean Hands Case" were on the shelves at the back of the alcove. The children and also the parents seemed much more interested in last year's display than usual, which was probably due to the fact that the toys attracted their attention.

Portland, Maine

BOOK WEEK last year was celebrated in the Children's Department of the Portland,

Maine, Public Library by exhibits, a marionette show, and a book party. The School Room at the Library was turned into one large exhibit entitled International Friendships through Children's Books. There was a varied and colorful collection of foreign toys, Czechoslovakian toys loaned by Macmillan Company and Polish toys loaned by

test of the Portland Library Association last year. Two book lists were provided, one for the junior division (fifth and sixth grades) and one for the senior division (seventh and eighth grades). International friendship was dealt with in some manner in practically all of the books. One winning review for each book was chosen from those submitted and



A Miniature House Made of Cardboard and Covered with Book Jackets Was the Center of the "Bookland Village" at St. Louis

Eric Kelly. This display was splendid to arouse interest and there was always a crowd of fascinated children standing in front of the display. Then the books with foreign backgrounds were placed in prominent positions with many original illustrations and colorful posters. Along with this exhibit was an unusual collection of book jackets that the boys and girls had made illustrating their favorite books. This was in cooperation with the art work of the city schools. The marionettes were made and operated by the pupils of one of the high schools. So many youthful spectators turned out to see them act that the performance had to be repeated. Sixty children came to the Library, Saturday morning, dressed to represent their favorite book characters. A large book formed the setting and through its pages came the Dutch Twins, Raggedy Andy and many other bookish characters.

Portland, Oregon

ALL CHILDREN from the fifth to the eighth grades were eligible for the Book Week Con-

test of the Portland Library Association last year. Two book lists were provided, one for the junior division (fifth and sixth grades) and one for the senior division (seventh and eighth grades). International friendship was dealt with in some manner in practically all of the books. One winning review for each book was chosen from those submitted and

St. Louis, Missouri

BOOK WEEK of 1930 was observed in various ways by the St. Louis Public Library. The Central Children's Room held a Hidden Title Story contest, Baden Branch had a guessing contest with dolls dressed as characters from books, Soulard Branch held its annual Book Week parade through the city streets, while other branch children's rooms featured puppet plays, special story hours, and voting contests for favorite books. One of the most interesting features, however, was a Bookland Village built by Miss Louise Boette, children's librarian at the Carondelet Branch Library, and her assistants. A miniature house made of cardboard and covered with book jackets was placed on one of the low, round tables in the children's room, with a large desk blotter serving as the village

green. The name "Bookland Village" swung from the crosspiece of a miniature sign post and street lights illumined the two cobblestone paths in the village, one, "Reader's Lane," and the other, "The Road to Fairyland." Figures representing book characters, cut from illustrations and stiffened to stand upright, looked from the windows and surrounded the

of four and five and all day on Saturdays, Girl Scouts in native costumes served in the capacity of gracious hostesses. In the midst of a whirl of color a gaily painted puppet caravan drawn by a calico horse had come all the way from Vienna to provide merriment and jollity. In order that boys and girls might know how to make merry in



The Children's Book Fair at St. Paul, Minnesota

house. Trees of proper size rose from the village green blotter and around them were small circular benches on which other inhabitants of Bookland sat to watch the Book Week parade go by. The procession was headed by the Bremen Town Musicians from Grimm's *Fairy Tales*, then came the Pied Piper, Alice in Wonderland, The Steadfast Tin Soldier, and other book friends. Miss Muffet and her spider sat on the veranda of the house, Heidi stood in the doorway, and Pinocchio was poised on a window ledge, while Santa Claus was just disappearing down the large, red chimney. Altogether ninety-two books were represented in the Bookland Village, and an index nearby gave the authors and titles of the books in which the characters could be found.

St. Paul, Minnesota

PATRONS of the Children's Book Fair held in the St. Paul Public Library discovered 1930 book treasures displayed under gay canopies and colorful awnings. Between the hours

similar fashion round their own firesides, booksellers and publishers had loaned generously from their wares books on how to make puppets and what plays are the thing! Dolls from foreign shores had come to display the costumes of their native lands and dolls of the present day and former seasons elbowed each other and magically recounted to passers-by such tales of wonder as little girls never fail to thrill to. In the doll section also were two little wooden figurines smiling in their friendliest manner in costumes of red and black and yellow. These figurines, made and sent for the especial pleasure of boy and girl patrons of the St. Paul Exhibit, were fashioned by Miska Petersham, New York artist and author of *Miki* of 1929 and *Mr. and Mrs. Noah's Ark* of 1930.

From Mexico came gay shawls and petticoats in deep purple to provide a proper setting for Mrs. Morrow's *Painted Pig*. The "Painted Pig" himself, not content with being in a book, for which no other than a French Count with the impressive name of René de Harnoncourt made the pictures, stood patiently beside the book named after him. Fair "Hitty," beloved wooden doll of Phoebe

Preble, whose adventures by land and by sea have so engagingly been recounted by Miss Rachel Field and illustrated by Dorothy Lathrop, came to the Exhibit for a week.

With the assistance of gay book-ends suggestive of the content of the near-by-tales they supported, and guide-post signs on orange paper, boys and girls found their way about without difficulty. During the week some 1100 patrons came to welcome the new book favorites and renew acquaintance with the old ones.

San Diego, California

THE OBSERVATION of Good Book Week in the Memorial Junior High School, San Diego, took on the aspects of a school project. The English teachers and the librarian met several weeks before Book Week and made plans for it. A bulletin of appropriate projects for classroom participation was compiled for the English teachers. Considerable interest was aroused through the publication of a "Concealed Title Story." The print shop helped by contributing posters. The central theme for Good Book Week was "Many Worlds May Be Entered Through The Medium Of Good Books." Posters, "See the World With Books," representing a shelf of books, were distributed throughout the school. These were made from book covers. They were selected for the special interests of the group. The walls of the library were decorated with bright-colored travel posters showing scenes from the physical world. The different worlds to be entered through the medium of books were called to the children's attention by posters and book displays. The books were opened to illustrations designed to arouse and hold the child's interest. Attractive volumes of animal stories were displayed with a bright poster, "The World of the Wilderness." "The World of Man's Adventurous Mind" accompanied books on inventors and scientists. "The World of the Enchanted Past" called attention to beautifully illustrated history books. The English classes were invited to

the library to hear stories and reviews of books. They were scheduled in groups of from eighty to one hundred and twenty children. As the aim was to create an interest for widely differing tastes, stories were told from a variety of books. They ranged from Sabin's *Wild Men of the Wild West* to Rachel Field's Newbery Prize winner. The material used for stories varied as much as possible to fit the listeners.

At no time were the children urged to read the books recommended. They were reviewed merely for the listeners' pleasure. Consequently they have been seized eagerly as good books. The children felt that they had exercised a free choice. The results of Good Book Week are as follows: (1) A thorough enjoyment by the children of talks, exhibits and their active partici-



The Book Week Exhibit in the Memorial Junior High School at San Diego

pation in reading projects; (2) An increased voluntary circulation of children's classics; (3) An unflinching request for the worth while books reviewed; (4) An added trust by the children in the reading tastes of those who guide their reading and as a result a willingness to accept suggestions; (5) Original contributions by the children through classroom projects.

Savannah, Georgia

THE SPECIAL FEATURE for Children's Book Week at the Savannah Public Library last year was a display emphasizing more books in the home. One corner of the Children's Room was fitted up as a more or less typical sitting room. On each side of the fireplace were bookcases filled with books which were considered most essential for the home library. One bookcase was for boys and one for girls; the selection ranged from picture books to intermediate books. In front of the fireplace was a comfortable wicker davenport and conveniently near was a table strewn with well-



N. A. B. P. Display Streamer for Book Week. Designed by Maud and Miska Petersham. 40 x 11 inches. Free to Librarians

loved books. Two other wicker chairs, reading lamps, flowers and a magazine rack completed the furnishings of the room. The success of the display was largely due to the generosity of a local furniture dealer, who loaned the library the complete set of furniture. Being somewhat doubtful as to the conduct of our youthful public, the children's librarian tactfully offered to stretch cords across the chairs but, much to her delight, the offer was refused. Needless to say the corner was the most popular in the room. The davenport and chairs were never empty and the bookcases were never full. This same idea was carried out in a window display in the downtown business section, another accommodating furniture store arranging a window. A bookcase was filled with attractive new books; dolls and toys were scattered about the room; a model of a boy and one of a girl were placed near the front of the window and held between them a poster announcing Children's Book Week at the Public Library.

South Bend, Indiana

THE 1930 GOOD BOOK WEEK celebration in the South Bend Public Library was a gala occasion. Through suggestions from the children's librarian, many authors of children's books had written letters addressed to the boys and girls of South Bend and these were displayed in five bank windows. Some of the letters were from Wanda Gag, Dhan Gopal Mukerji, Cornelia Meigs, Seton-Thompson, Dan Beard, Will James, Rachel Field, Grace Moon, Mrs. Snedeker, Eric Kelly, and Frank Cheley. Books by these authors were displayed with the letters. Other special features of the Week were an exhibit of dolls from foreign countries shown for the first time, copies of the *Book Shelf* and *Book Jamboree* distributed to the children, and books on children's reading grouped for parents and teachers. Persons interested were invited to visit the library during this week.



Another View of the St. Paul Children's Book Fair Held During Book Week Last Year

THE LIBRARY JOURNAL

October 15, 1931

Editorial Forum

CHILDREN'S BOOK WEEK, this year November 15-21, is again in sight in happy recurrence as one of the interesting features of the library and book year. It is none too soon to prepare for it in strengthening the juvenile shelves and sending orders in time for adequate preparation in connection with the material which is furnished by publishers or obtained otherwise. An interesting feature of children's work is the Parents Room in the Boys and Girls House in Toronto open not only at the Christmas season but throughout the year with the special purpose of enabling parents to select gifts whether for Christmas, birthday or unbirthdays as Alice had it in Wonderland. The wee bairns not yet readers should not be neglected in picture books of good art character in contrast with the cheap and often vulgar comic strips of the Sunday paper. These earliest books may be thought outside the domain of library purchases but interesting collections may be made at this time by borrowing from homes of families who appreciate the difference between good and bad. For the older children special pains should be taken to let them see the new and old juvenile books on the shelves or on the display counters that they may tell their grown-ups just what they would like Santa Claus to bring them.

AT THIS same Boys and Girls House Dr. Locke has made an interesting modification of the D. C. Classification which has good suggestions in it. The D. C. years ago banished fixed classification from the shelves and it lends itself easily to recombination of its specific parts. The children are more likely to think of countries geographically rather than by such phases as economic, political, etc., and it is an easy matter while preserving the D. C. notation to bring together on the same shelf the books about each particular country. It is to be hoped that this will not prove heresy to the apostles of the D. C.

THE AUTUMN season for state and regional meetings opened auspiciously last month with "New York's Library Week" at Lake Placid, the meeting of the Massachusetts Library Club at Martha's Vineyard, and the bi-state meeting of Ohio and West Virginia at Marietta, Ohio. For the first fifteen days of this month seven meetings were scheduled: Connecticut at Greenwich, Utah at Salt Lake City, Michigan at Battle Creek, Iowa at Cedar Rapids, joint meeting of Colorado and Wyoming at Boulder, Nebraska at Omaha, and Wisconsin at Milwaukee. Other meetings planned for the remainder of the month are those of New Jersey at Trenton, Kentucky at Louisville, Pennsylvania at Pittsburgh, Kansas at Wichita, Illinois at Pere Marquette, and Mississippi at Hattiesburg between the 16th and the 24th; and between the 28th and 30th Indiana meets at Indianapolis, Texas holds its biennial meeting at San Antonio and Missouri meets at Cape Girardeau, as indicated in the Library Calendar on another page.

"NEW YORK Library Week" gathered its hundreds as usual, this year three, including many representatives from nearby states and had the benefit on the opening day of Melvil Dewey's septuagenarian blessing. May he be spared until such are monagenarian! State Library Wyer in discussing "The Trend of Library Training in America" did a clever thing in blending with the paper which he had prepared a discussion by Miss Bogle who was unfortunately absent. Adult Education had its full quota of attention in papers by Sherman of Providence and Ferguson of Brooklyn the latter discussing the subject in relation with the library staff. Mr. Frank Tolman, of the State's Library Extension Work, was elected to shepherd the flock for the coming year and lead them through the pleasant paths of Placid's Library Week.

THE MASSACHUSETTS Library Club had honored itself in honoring F. W. Faxon by electing him President and his first meeting showed his versatility in suggesting new methods. The first session was held at the dining tables in the Ocean View Hotel and a new plan was tried out by assigning separate centers in the hotel parlors to three classes of book exhibits, one on "Tempting the Older Reader" with special

stress on the work for foreign born, another on "Getting Books Read," and a third on "Reading for the Teen Age," with a committee at each to talk with those especially interested. To the fifty or more club members attending were added trustees from the five Martha's Vineyard libraries and a number of teachers especially interested in the address by Miss Anne Alfredda Mellish, member of the White House Conference on Child Health and Protection upon the Education and Training of Children. The Club's members of theatrical propensities, who had helped to make "The Light House" skit popular at previous meetings presented a new dramatic venture in which Mrs. Hartzell took the leading part of the librarian, while ten others represented different kinds of borrowers and readers asking possible and impossible questions, to the great delight of the laughing audience.

ROCHESTER which has so long waited for a central building is now in a dilemma over the question whether the new edifice should or should not include the local municipal museum, which is of a general character. The Library Board is opposed to commingling these two institutions, which are in charge of separate executives under different boards. It cites the fact that this is not usual American practice. In England the association is frequent but with us the two functions have usually been separated even in relation with the library as in Springfield and Newark. They require quite different administration and the American method seems wise. Let us hope Rochester will soon have its central building.

A HAPPY event is in celebration at the New York Public Library, the completion of Anne Carroll Moore's twenty-five years of service there as supervisor of children's work. In this half of an ordinary life time she has made her name and work known throughout the library profession and done great service in the particular field which is hers. Succeeding Ma Saunders and Miss Hewins, the pioneers in opening libraries and making their contents interesting to children, her name will stand forth in the history of the development of this field, so characteristic of American libraries. The birthday party which her associates are giving her, on this twenty-fifth anniversary in the children's room that she has made her own, makes pleasant testimonial of the appreciation of her many fellow workers and other friends.

Library Chat

A SHORT article entitled "Do Program Builders Know Beans?" in the September issue of *The Christian Advocate* by Flanshaw Lane might well be read by those in charge of preparing programs for state and national library meetings. Mr. Lane says in part, "The effort to put a quart of beans into a pint measure has been the subject of numerous laboratory experiments. Up to the hour of going to press nothing has come of it, except the spilling of a good many beans. Nevertheless some program-makers keep on trying. They plan a mass meeting, a convention, or something. The time available is, let us say, one pint. But the managerial eagerness to make the most of it is not satisfied with a pint program. And so a quart of speeches, songs, reports, special music, introductions, collections, announcements, and miscellaneous business is provided . . . The ideal paper program for an evening gathering is built like a railway time table, with one important difference. Between 'stations' it provides a total leeway of one-fourth of the total time available. For a program beginning at eight and closing at half-past nine it seems to show, all told, not less than twenty minutes with nothing doing. That meeting may expect to close at half-past nine, comfortably. But no meeting will do so if full ninety minutes of events have been scheduled. All this is on the assumption that the speaker or speakers of the evening will stick to the time allowance, trespassing not a minute beyond what is agreed on. . . . A speaker's promise is lightly given, since he does not foresee that he will be carried away on the wings of his own exuberance. And a goodly margin of safety may come in handy. Some constructors of conference programs may overlook this well-meant group of practical suggestions. Their friends will do them a kindness by calling their attention to it early. Program builders should know beans."

AS WE GO to press news arrives that the Jury of Awards, consisting of two New York architects, Edgerton Swartout, Raymond M. Hood, and Milton J. Ferguson, has decided that Pierre and Wright of Indianapolis are to design the new million dollar State Library building at Indianapolis. Among the architects competing for this work, it is interesting to note that only one was from outside the State of Indiana.

Librarian Authors

MILDRED P. HARRINGTON was born in Buffalo, N. Y., of American parentage. After graduation from high school she moved with her family to Cleveland, Ohio, where she engaged successively in substitute teaching, directing a playground and library work with children. The latter interest became dominant and led to attendance at the Carnegie Library School of Pittsburgh in 1912-13. Later when interest in the school library movement developed, a college degree was felt to be necessary. Her college work was begun at Teachers College, Columbia University and continued over a period of years at Western Reserve, Harvard and Minnesota Universities, during which time elementary and secondary school library positions were held.

After she obtained her B.S. degree a strong desire to investigate children's and young people's reading and reading interests resulted in her attending the Graduate Library School of the University of Chicago; a second year of study, made possible by a Fellowship, followed. At this time the teaching of library science had become of major interest to her. Miss Harrington has taught courses in School Library Administration, Book Selection, Children's Literature and Library Work with Children at the Library Institute at Emory University, the summer library schools of the University of Tennessee and Kentucky and the University College of the University of Chicago.

Our Holidays in Poetry was the result of a demand for better holiday poetry material. A poetry committee of the Carnegie Library School Association under the chairmanship first of Miss Josephine Thomas and later Miss Harrington began the work of compiling holiday poetry booklets. Later Miss Harrington combined these booklets into book form under the title of *Our Holidays in Poetry*. Much of anthologizing is routine and drudgery but the correspondence entailed has its compensations. Both authors and publishers were most generous and cordial and there would often be friendly and informal responses from very well known poets.

From earliest childhood Miss Harrington's mother had read poetry to her. She had long had her own loose leaf anthology so that it was quite natural when Patricia, the first niece arrived, for Miss Harrington to seek urgently for a volume of poetry for Patricia's



Mildred P. Harrington

earliest years. When her efforts failed to disclose a pre-school anthology including a comprehensive collection of old and new favorites, the joyful task of compiling one to suit herself suggested itself. The original volume was in loose leaf form, so that there would always be room for one more, and bound in soft blue leather with the title "Patricia's Book of Verse." The later advent of a nephew brought slight changes in the anthology so that a little boy's needs might be taken care of. Friends, especially Mrs. Mary Hutchinson Hodgkins and Miss Elva S. Smith, were instrumental in the publishing of Patricia's anthology under the new name of *Ring-A-Round*. While anthologizing, as before stated, has its dreary side, it has also its high moments. Many long hours of labor over details were forgotten in chuckles over some such human note as the following from a well loved author and poet: "Sure, you may use the poem, if I ever wrote one about trees. Don't you mean Joyce Kilmer?"

Cuts and Economies

Charlotte, North Carolina

IN SPITE OF the cut received at Charlotte, North Carolina, the Public Library is trying to hold the system together, although they are necessarily giving poorer service with much shorter hours in the branches. County town branches have been cut to one afternoon each week and county school branches have been cut to one day every two weeks. All service to the elementary and junior high school branches in the City has had to be cut off and they have had to cut one hour each day at the main library.

Chicago, Illinois

THE CHICAGO Public Library makes the following statement regarding economies made necessary by reduced appropriations:

"Our situation is so much more seriously affected by local complications in tax collections than by the general depression that we have probably little of value for general use to offer. The indefinite postponement of all tax collections for one year (1929) put us one year behind in cash receipts and compelled borrowing on a very large scale. All of 1930 was financed by loans, which by law are restricted to 75 per cent of the anticipated tax (our income is from a tax, not an appropriation). Meanwhile the depression and a very widespread protest against the assessments as levied have combined to reduce tax receipts so seriously that we have been scarcely able to repay the 75 per cent loan, and have nothing left for a return to normal activities. Added to this, the local financial institutions have declined to make further loans on city security until the previous loans are liquidated. Under this deadlock we have merely been living from hand to mouth. In 1930 the budget was reduced by the elimination of 229 persons, nearly all in the junior and untrained grades, resulting in a salary saving of \$200,000. Book appropriations were cut from \$340,000 to \$100,000, and branch library hours were reduced from twelve to eight per day. Notwithstanding these curtailments, the loss in circulation was only four per cent and the chief consequence was that the branches were forced to serve their normal twelve-hour patronage in eight. Wear and tear, both on book stocks and on staff, were naturally very heavy. With prospects of a return to better

times in 1931, the full-time schedule was resumed early in the year. Within a few months, however, further complications in the municipal finances again brought about a situation more desperate than last year. All book purchases have been suspended since June 1, and a salary reduction, applicable to all municipal departments, has been decreed by the City Council. It is too early, at this time, to say whether these economies will carry us through the balance of the year."

Durham, North Carolina

THE CITY'S appropriation for the Durham Public Library this year is the same as last year. It was the County Commissioners who cut the County's part of the Library appropriation 50 per cent. This necessitated eliminating the special services which had been furnished to country people. "Miss Kiwanis" the county truck has been stored, making it necessary for country people to come to the main building in town for their books. Her driver and the full time librarian who attended her have been dropped from the staff. The county schools still receive their supplementary collections but they are sent out in packages twice during the year, instead of being delivered once a month by "Miss Kiwanis." But even this did not entirely take care of the cut, so further economy was necessary. This time the children's work and the catalog department was combined; an experienced children's worker, who had also done considerable cataloging, heading the two departments, with the assistance of a junior to cover desk schedules in the children's room. As you see, the total cut being 20 per cent of the entire budget, this means pretty drastic cuts in the service hitherto rendered.

Greensboro, North Carolina

AFTER CURTAILING almost every item on their budget, the Greensboro, North Carolina, Public Library found they still would have to plan some way of meeting their appropriation cut. It was decided to close the Library at 6:30 P.M. instead of 9:00 P.M. thereby saving electricity, fuel, and salaries for night assistants. It was deemed wiser to do this than to cut the hours during the day. The librarian states that they have been desperately afraid of losing their county book truck, but now feel reasonably sure of its continuance.

Children's Librarians' Notebook

KARI.¹ By Gabriel Scott. (Trans. from Norwegian by Anvor Barstad). Doubleday. \$2.

Gabriel Scott is a prolific writer in all branches of literature; his works covering comedies, poetry, serious novels, narratives of



delightful humor, as well as a few juvenile books. He is very well liked in Norway, but comparatively unknown outside of that country. This book tells the story of Kari, the little daughter of a country doctor. Her older brothers are away at school, and she has no playmates of her own age, but, having a vivid imagination she finds great pleasure in the company of the old apple tree, Berte. The river flowing by the garden brings her many surprising messages from the outer world. After a year at school in the city, she is delighted to be back at home, where she is helping her mother in the house. The story of her life in the country, her dreams and imaginings, is told with great charm. And in spite of the fact that the book was first published in Norway in 1913, it pictures life as it might be today in a remote valley. It will appeal especially to girls about 10 years of age. The translation is very good.—K. O.

Of all her odd friends in Lindeland, the one nearest and dearest to Kari Supper's heart was old Berte the apple tree. In real life, this beloved younger daughter of the doctor of the district lived in a sun-filled rambling house surrounded by a garden and bordered by a winding stream. When lonely or in need of a playmate, Kari was wont to leave the every day world and journey with Berte into the realm of fancy. Scrambling into the crotch of the old tree where it stood like a cock on one leg in the corner of the garden,

¹ The first review of this book is by a Norwegian children's librarian, the second by an American.

if she but closed her eyes and rocked gently. Hip! Hip! at once Berte became a troll bird and flipping its tail and flapping its wings, she could fly out into the world as quickly as an arrow. There were other days when it was Kari's pleasure to make calls on the river. Nosing in and out in curious lazy turns, the river tumbled at frequent intervals down little waterfalls on its way to the sea. For Kari, the stream held endless surprises. Sometimes it brought to the cove in the garden, toys and messages even more exciting than those she found in her Christmas stocking or received on fête days. But of all the presents that came to port, Kari loved the little boats the best. As Kari grows from childhood into girlhood and goes away to school, the quietly adventurous every day happenings of her life are shot through with gentle humor and tempered with filial affection. There may be some adults who will feel that her parents were too much given to overlooking her shortcomings or that it would have been better for all concerned if greater heed had been paid to Aunt Inga's frequent promptings. To a child, the appeal of the story will lie in entering the joyous realm of the imagination with a kindred spirit. Little girl patrons, familiar with *Wanda and Greta of Broby Farm*, *The Adventures of Nils* or *Inger Johanne*, will, I feel sure, accord a warm welcome to this recent addition to children's literature in translation. Librarians will value it as a stepping stone with which to build up a finer understanding and appreciation of Selma Lagerlöf's *Marbacka* and as a supplement to *Lisbeth Longfrock*.—D. M.

BOOCHY'S WINGS. By Annie Vaughan Weaver. Stokes. \$1.50.

The author of *Fræwg* gives here a group of six stories, with excellent illustrations, about the little colored boy Boochy and his



family. The dialect is very true to life, and the attitude of the Negro toward religion, work, and play is portrayed in fine style. Boys and girls of nine to ten years will enjoy reading for themselves.—W. W.

VANYA OF THE STREETS. By Ruth Epperson Kennell. *Harper*. \$2.

The Great War left many little children in Russia fatherless. Following on the heels of the war came famine and typhus, which took



a heavy toll of mothers and children and left many children quite alone in the world. This is the story of a little boy whose mother, dying of starvation, urged him to go on . . . until you

find food." Vanya found his way to Moscow where he became one of a gang of ragamuffins who begged or stole, as best they could, to get enough food to keep alive. The picture presented is one of hardship and suffering but it is brightened by the kindness of the poor to each other, by the loyalty of gang members, and by bits of humor here and there. Glimpses of old Russia are given in the description of a peasant home, in the celebration of the Christmas and Easter festivals, and in the gay songs of young Russians on summer evenings. New Russia is represented not only by the hardships of the readjustment to new conditions but by the hope of better times for the children which is kindled by the efforts of the Young Pioneers as they gather in the uncared-for children and train them by education and practical work to become useful citizens of the new state. After many adventures and hardships Vanya became a Young Pioneer and we leave him living a happy life at school and the machine shop where he spends four hours a day, doing his practice work. *Vanya of the Streets* is an excellent contribution to the books on Soviet Russia for both old and young readers. It is the first book on that subject for boys and girls. Michael Perts, a Russian artist, has made attractive illustrations which have the real Russian spirit.—F. L. A.

PLAYS FOR THE CHILDREN'S HOUR. By Caroline Sherwin Bailey. *Bradley*. \$1.75.

Besides twenty plays which can be used for many occasions, the book contains such helpful suggestions as chapters on "Masks and Wigs in Schoolroom Dramatics," "Pageantry and the Country School," and "In the Play-ground Theatre." Clare Tree Major has collaborated on several of these topics including the one "Modern Child in Fairyland." Plays are all suitable for younger children and together with the aids should be useful for primary teachers.—A. M. W.

HIS OWN STAR. By R. G. Carter. *Little*. \$2.

Mr. Carter has again given us another book for boys that will strike a responsive chord in every red-blooded modern boy, for his hero is like many. Frank Madison, a junior in High School, is an all round boy, being first on the honor roll and a leading athlete. Yet, he is obsessed with the idea of leaving school and striking out for himself in order to make big money. During the summer he has a thrilling time working at a beach park on the Atlantic coast where he comes before the attention of the owner of a chain of amusement parks and is retained as his private assistant. A strong bond springs up between this man and boy. Eventually Frank realizes that without a foundation of education, monetary success is an empty bauble and he goes back to finish his school.—M. W.

FLORENCE NIGHTINGALE. By Irene Cooper Willis. *Coward*. \$2.

Lacking the sentimentality and unnecessary embellishments of the Mary Shipman Andrews' biography and going into far greater detail than the very brief account by Laura E. Richards, this latest life story of the great pioneer of nurses fills a niche of its own. The author has written a straightforward account which gives an insight into the economic and political life of the times as well as an excellent understanding of the character and temperament of the famous "Lady With the Lamp." For girls of high school age or adults interested in the history of nursing.—C. N.

BUCKAROO. By Fjeril Hess. *Macmillan*. \$2.50.

A tenderfoot at school teaching and roughing it, Lynn Garrow experiences an introduction to both in the Nevada ranch country. She goes through various trials and experiences before she emerges at the end of the school term a real buckaroo who can ride a horse and "sling a rope" with the best of them.

There is enough of a romance to appeal to the girl who is looking for a love story, though it is the lover of the out-of-doors who will enjoy the book the most. While not at all outstanding, the book is wholesome and entertaining, with a refreshingly unhackneyed plot.—C. N.



Current Library Literature

BIBLIOGRAPHY

Allison, W. H., and others, eds. *A Guide to Historical Literature*. New York: Macmillan, 1931. cl. 1222p. \$10.50.

Prepared by a committee of the American Historical Association appointed in 1919 to cooperate with the American Library Association in the preparation of a manual of historical literature on the same general plan as that of Prof. Adams published in 1882. The purpose has been to furnish a carefully chosen list of available books in each of the several fields to the English-reading audience, primarily to libraries, teachers, and graduate students.

BOOKBUYING

Read, A. C. How a large library buys. illus. *Publishers' Weekly*. 120:1035-1040. 1931.

The funds of the Los Angeles (Cal.) Public Library, where Mr. Read is principal of the Order Department, are divided into three lots to be used: 35% by Oct. 15; 35% by Feb. 1st and of the remainder only enough is expected to be left over at the end of May to provide for the few new books issued during June. In this way the Order and Catalog departments are provided with a reasonable amount of work the year round. A book review meeting is held one forenoon every two weeks. The first process in the order of procedure is checking the *Publishers' Weekly* for which 65 subscriptions are carried, 10 for the central library and 46 for branches. Replacements are made at stated times, each class being represented three times a year, the schedule for the coming year being sent out early in June. "It is not of course possible to treat all our business in this routine manner, as new editions, 'bargain lists,' remainders, popular demand for novels being filmed, scientific discoveries and the like, upset our regular procedure, and we try not to inconvenience the public merely to avoid trouble for ourselves."

BOOKS AND READING

Alumni Reading Lists. Prepared with the aid of members of the faculties of the University of Michigan. Ann Arbor: Univ. of Mich. Press, 1931. pap. 155p.

"The hundred and fifty odd reading lists comprising this volume represent what seems to be, in the opinion of the University Committee on Alumni Relations, one of the most immediate avenues for assistance to alumni who seek to continue the intellectual inspirations of college days. They have been prepared by the Extension Service of the University Library, for the most part in response to specific requests from individual alumni, and represent the best judgment of members of the different faculties of the University."—Preface. Law and medicine are omitted. The lists follow the groupings of the Dewey Decimal Classification.

Nowell, Charles, ed. *Books to Read, 1931*. The first annual supplement to *Books to Read*, ed. for the Library Association by Charles Nowell, City Librarian of Coventry. 26-27 Bedford sq., London: The Association, 1931. cl. 136p. 6s.

This supplement to the list of about 5,000 volumes with author, title and subject indexes published last October by the Association contains 800 numbered entries, but actually gives full particulars of 910 separate publications, of which about one-third are novels, romances, and stories. Both lists are primarily intended for the use of librarians, teachers and others concerned with the education and training of young readers.

CARNEGIE CORPORATION. See LIBRARY SERVICE.

CHELTENHAM (ENGLAND) PUBLIC LIBRARY

Herdman, D. W. Cheltenham Public Library, Art Gallery and Museum. illus. *Lib. World*. 34:35-36; 38, 40, 42. 1931.

By the librarian and curator. The library was opened April 24, 1880. The penny rate was exceeded in 1927 when the tax rate was raised to 14d. in the pound, and

later the Carnegie United Kingdom Trust made a grant of £500 spread over three years for book purchase, on condition that the rate was raised to 15d., which was done. "At the present time, 1931, the annual issue is 300,000 volumes; a figure which, considering the large number of circulating libraries of a proprietary character which operate in a residential centre like Cheltenham, is a very high record." The Reference Collection has a weekly issue of over 1,000 volumes.

CHILDREN. See CHILDREN'S LITERATURE; PICTURE COLLECTION.

CHILDREN'S LITERATURE

Bamberger, Florence E., and Angela M. Browning. *A Guide to Children's Literature*. Baltimore: Johns Hopkins Press, 1931. pap. 113p. \$1.75.

Dr. Bamberger is professor of education at Johns Hopkins University. Dr. Browning is instructor in education at the university and also the assistant director of the Bureau of Research, Baltimore Public Schools. The *Guide* is so arranged that instructors in courses in children's literature may use it either as a basic text for class discussion or as the unifying background for the individual investigations reported by members of the class. Partial contents: The Preparation of a Unit in Literature; Children's Interests and Literature; Fairy Tales, Myths and Legends; Animals in Literature and in Life; Biography in the Life of the Child; An Articulated Program in Literature for the Elementary Grades. An appendix includes problems to be investigated for term papers, a bibliography for teachers of literature, stressing the appreciation of literature, and a bibliography of children's literature.

Moore, A. C., ed. *The Three Owls: Contemporary Criticism of Children's Books*. Third book, 1927-1930. New York: Coward McCann, 1931. cl. illus. 462p. \$3.

"The chorus of regrets that arose at the discontinuance of THE THREE OWLS as a department of criticism of children's books in the New York Herald Tribune will be turned into exclamations of thanks when the 'Owls' appear again—this time in permanent form. Reviews, editorials and essays by such leaders in the field of children's literature as Anne Carroll Moore, May Lamberton Becker, Elizabeth Coatsworth, Charles J. Finger, Rachel Field, Lynd Ward, Laura Benet, Joseph Auslander, etc.—contributed to the 'Owls' during 1927-30—make up the contents. . . . Publishers' note. All unsigned contributions are the work of Miss Moore. An annotated list of distinctive children's books published between 1920 and 1930 and brief notes concerning the artists whose work appears in the book are included."

COLLEGE LIBRARIES

Kerr, W. H. New uses of a college library. *Pomona College Magazine*. 19:317-321. 1931.

By the librarian of the college. Expansion of library facilities in Claremont incident to the building of the Denison Library for Scripps and the new central library for Claremont College now under construction and the proposed additional building for Pomona College have led to this consideration of reading periods, book courses and reading for honors at other American colleges. Pomona has 75,000 volumes for the use of the 825 students and faculty members.

ELEMENTARY SCHOOL LIBRARIES. See SCHOOL LIBRARIES.

GENEVA, SWITZERLAND. See LIBRARIES, SCHOOL GENOVA.

HARVARD UNIVERSITY. WIDENER LIBRARY

Cayley, F. S. Ultima Thule at Harvard. illus. *Harvard Alumni Bull.* 33:1100-1103. 1931.

The Harvard College Library has recently added to its collection of Icelandic books, already strong in the older field, a large private library purchased in Iceland

in which the works of the later periods are especially well represented.

HISTORICAL LITERATURE. See **BIBLIOGRAPHY.**

INSTRUCTION IN USE OF LIBRARY

Laurence, Ethelwyn, and E. L. Gilmount. *The ABC. of Library Craft; a Hand Book for Students* [Los Angeles: The Authors], 1931. pap. 43p. 35c.

Miss Laurence is librarian of the Los Angeles High School; Miss Gilmount, of the George Washington High School, Los Angeles. "This book is an attempt to familiarize high school students with the rudiments of library technique as practised in our school and public libraries. It is not intended as a text book for a class in library craft, but as an inexpensive pamphlet which may be put into the hands of students in many classes."—Foreword.

LEAGUE OF NATIONS LIBRARY. See **LIBRARIES, SUB-HEAD SWITZERLAND.**

LIBRARIANSHIP

Irwin, Raymond. *The complete librarian.* *Lib. Review.* Autumn 1931. 124-127. 1931.

Mr. Irwin is county librarian of Northamptonshire, England. "Yet the librarian in his incompleteness can take comfort. He is not called upon to be thorough and profound except as a librarian. He must deliberately school himself not to be a specialist in all things, but to be able to think fruitfully on all things and to talk interestingly on most. He must deliberately cultivate width, rather than depth, of knowledge; and even where knowledge is shallow, his interest must for all that be deep. The result may perhaps be superficiality, but this secret must never be revealed; prestige is vital to the dispenser of knowledge."

LIBRARIES

Jackson, Holbrook. *The Anatomy of Bibliomania.* 2. New York: Scribner's, 1931. cl. 434p. \$7.50.

"Libraries and the Care of Books." Part XVI, p. 120. I. The Praise of Libraries. II. Their Size and Extent. III. Bookmen and Their Little Libraries. IV. On Choosing a Library for a Desert Island. V. As The Image of Oneself.

SWITZERLAND

Leggatt, D. R. A "librarian in Geneva." *Lib. World.* 34: 42, 44, 46, 48, 50. 1931.

The Bibliothèque Publique is not "une bibliothèque de récréation," but approximates more to an English university library. The age of the Reformation and the life of Rousseau are well represented among the manuscripts, letters and other original documents. Besides its libraries Geneva possesses many interesting literary associations, from Byron and Shelley and Gibbon to the present. The library of the League of Nations is purely an official and utilitarian one for the use of the officers of the League and members of the various commissions, although right of access is granted to bona fide research students.

LIBRARY PUBLICATIONS

Bibliomania. Minneapolis: The University of Minnesota, Library School. June, 1931. vol. 1, no. 1: 14p. 4p.

"Free minds have found untrammelled hours in this year of the Minnesota Library School. The lack of traditional school methods, and the fact that assignments have been hurred at us have been exceedingly good discipline. When we are on our own we shall be grateful that the faculty treated us as adults. To our overworked instructors can be attributed much of the spirit of unified achievement for which we have striven. The size of the class has made their task a strenuous one."

Louisiana Library Association. *Bulletin.* vol. 1, no. 1. August, 1931. pap. 7p.

"The general plan of the *Bulletin* is, first, to devote some portion of each issue to the Commission in order that its secretary may have some means of presenting its work to the librarians of the state, and, second, to present matters of primarily local interest. It is hoped that at some time the Commission will be able to take over the *Bulletin* as one of its proper functions. Since the Commission is unable at present to assign someone to this work it has been delegated to Tulane University Library and the expense underwritten by the Commission, Louisiana State University Library and the Tulane University Library."—Helmer Lewis Webb, editor.

LIBRARY SERVICE

Carnegie Corporation of New York. *Report Of Informal Conferences on Library Interests, December 8, 1930; February 24, 1931; April 27, 1931.* 522

Fifth ave., New York: The Corporation, 1931. pap. 82p.

At the request of the President of the Corporation, several representative librarians met to consider the Corporation's policies and practices in regard to college library grants and fellowships, professional education for librarianship, school libraries, scholarly bibliography, relations with the A.L.A. and other library organizations, etc.

LOUISIANA. See **LIBRARY PUBLICATIONS.**

MINNESOTA, UNIVERSITY OF. LIBRARY SCHOOL. See **LIBRARY PUBLICATIONS.**

PERIODICALS

Periodicals, their problems for public and school libraries; a report of the discussions at library institutes. *New York Libs.* 12: 235-242. 1931.

A practical and detailed discussion of the best magazines for small library use, their housing and use in reference work.

PICTURE COLLECTION

Dunham, B. M. Pictures in education. *Ont. Lib. Rev.* 16: 21-25. 1931.

Address given by Miss Dunham, librarian of the Kitchener (Ont.) Public Library, at the library institute meeting, June 9, 1931, at Hamilton. "There are some types of pictures which make but little appeal to children. Landscape art is of itself uninteresting. It suffers so by comparison with nature, for it lacks the stimulating influence of sun and air which the child loves. Nor does the child care for adult portraits any more than he enjoys sitting in a company of silent and immovable grown-ups. He looks for life and action in pictures because these are the things he wants in real life. The unusual, however, will arouse interest even in landscapes. A picture of Niagara Falls will arrest the attention of a child as will the insertion of animals in an ordinary landscape. For the same reason a portrait may be interesting if there is something curious about it, a peculiarity of head dress, a uniform or some physical defect." The paper gives suggestions for the use of pictures in teaching literature, geography, mythology and history, and mentions publishers and magazines from which pictures may be obtained.

REFERENCE BOOKS

Minto, John, comp. *Reference Books; a Classified and Annotated Guide to the Principal Works of Reference.* Supplement. 26-27 Bedford sq., W.C. 1: London: The Library Association, 1931. cl. 140p.

The main work was published in September, 1929. This Supplement endeavors to include all continuations and new editions published up to December, 1930, and includes a considerable number of older works suggested for inclusion since the publication of the original list.

SCHOOL LIBRARIES

Reavis, W. C., and others. *The Elementary School, its Organization and Administration.* Chicago: University of Chicago Press, 1931. cl. 571p. \$3.

Chapter XII takes up the administration of the elementary school library (p. 253-274), discussing housing and layout, classroom libraries, selection of library materials, etc. Bibl. footnotes. The chapter ends with ten problems involving correct procedure in stimulating reading, preventing damage of books, etc.

SPECIAL LIBRARIES

New York Special Libraries Association. *Directory Committee. Special Libraries Directory of the New York Metropolitan District.* New York: The Association, 1931. pap. 85p. \$1.50. 50c. to members.

Outgrowth of a list published in *Lib. Jour.* Jan. 15, 1921. Arranged by groups: civic-social, commercial, educational, financial, insurance, legal, medical, museums, newspapers and publishers, religious and technical. Three indexes: title, personnel and subject.

List Available

A List of recent books on Physics has been completed for the use of the branches of the Queens Borough Public Library. A few copies are available for free distribution and may be obtained by writing to Miss Jean K. Taylor, Queens Borough Public Library, Jamaica, New York.

In The Library World

A Challenged Statement

THE LIBRARY JOURNAL of September 1 contains a description of the new library of the Utah State Agricultural College. Miss Hattie Smith, its librarian, is to be congratulated on the completion of so handsome a building, but in the interests of accuracy the statement that hers is the only college library with a reading room for children must be challenged. The Oberlin College Library has had a Boys and Girls Room since 1908 when the present building was erected. And if my memory serves me, Miami University at Oxford, Ohio, also opened such a room several years ago. It will be interesting to know whether any other college libraries are giving a similar service.

JULIAN S. FOWLER,
Oberlin College.

Dutton Fellowship

THE PURPOSE of the Dutton Fellowship is to provide opportunities for the training of Children's Librarians and to offer opportunities for advanced study which shall encourage creative work in this special field. During the coming year, 1932, it consists of a grant of \$1,000 payable in two installments of \$500. The Fellowship is conferred by the Committee on Library Work with Children of the American Library Association for approximately nine months' study in a school accredited by the American Library Association which offers a degree or a diploma for Library Work with Children or for advanced study under conditions selected by the applicant and approved by the Committee. The Fellowship is given at the discretion of the Committee, either to college women, desirous of professional training, or to graduates of a one-year library school course, who, through advanced training or research, will be enabled to make a distinguished contribution to the profession in the field of Library Work with Children. In general, the policy controlling the matter is broad and the Committee on Library Work with Children is permitted to decide on what is the need of the time, as well as the qualifications which must be presented by the candidates. From September 1, 1931 to April 1, 1932, requests for application forms should be made to Della McGregor, Public Library,

St. Paul, Minnesota, Chairman of the A.L.A. Committee on Library Work with Children for the current year. Before returning the forms to the Committee Chairman, each applicant for a Fellowship should inform herself as to whether her educational qualifications, experience, etc., are such as will be accepted for entrance in the school she selects for study. It is also important that each applicant ascertain whether the school selected has adequate facilities for carrying on research in the subject she wishes to pursue. Completed forms should be accompanied by a transcript of the applicant's college record and a recent photograph. Applications should be sent in on or before April 15 in order that announcement of the award may be made by May 15. Accredited Library Schools specializing in Library Work with Children are appended:

Carnegie Library School, Carnegie Institute. (Pittsburgh, Pa.)
Columbia University, School of Library Service. (New York, N. Y.)
Library School, University of Washington. (Seattle, Wash.)
St. Louis Library School, St. Louis Public Library. (St. Louis, Mo.)
School of Library Science, Syracuse University. (Syracuse, N. Y.)
School of Library Science, Simmons College. (Boston, Mass.)
School of Library Science, Western Reserve University. (Cleveland, O.)

Largest "Chained" Library in Europe

THE WELL KNOWN Library of the Episcopal Church at Hereford, Herefordshire, England, was lately removed, the *Morning Post* states, from the Dean's house to a new room above the southern transept of the church, which had been made into a library-room through the munificence of a donor. The library contains upwards of 200 old-English MSS., numerous early printed English books, some of which are the only copies that exist, etc. What adds to the interest of this library is the fact that it is, of all the libraries in Europe, the one that contains the greatest number of "chained-up" books, i. e. books fastened by means of chains, to their desks to guard them against the possibility of being stolen, an arrangement not unusual in medieval libraries. Originally, the number of such books in the Hereford Church Library was 1500, some 300 of which are still extant, and these have been chained to their desks in the new room again.

Arranging Farmers' Bulletins

HOW CAN WE ARRANGE our Farmers' Bulletins so that we can always give out the latest revision of any individual bulletin? Our practice, based on the treatment of pamphlets in the New York Public Library, is as follows:

We buy from a supply house Manila Rope, or "M.R." as we call it. This is a reddish-brown cover stock which comes in sheets 24 x 36. These sheets are cut to the height of the bulletins. We then take the bulletins in their numerical order in groups of fifty and wrap them in these strips of "M.R.". The wrapping is then cut so that it overlaps about two inches. The "M.R." is creased with our fingers on the edges of the bulletins. The bulletins are removed, and the finger creases gone over with a heavier instrument as a pair of scissors. Now the "M.R." will fit the bulletins closely. We mark the "M.R." as we would a rebacked book and proceed to tie it.

A fine grade of cotton string is used, which slips easily and does not have splinters. This is knotted. The knotted end is now looped around the width of the bulletins and tied with a simple knot. This can be pulled tight and will be held by the first knot. The string is now looped around the length of the bulletins and tied with a slip knot that can be untied by pulling the loose end.

Thus we have our Farmers' Bulletins on the shelves, looking like books and as easy to care for. At the same time, we can always furnish the latest revisions. The current numbers are kept in an ordinary pamphlet box, marked the same, until fifty accumulate.

WILLIAM W. SHIRLEY.

Have You Lost These Books?

THE CINCINNATI Public Library has found two volumes belonging to some other library on their reference shelves. They believe these to have been stolen and would like to return them to the owner. These volumes are: *The New Purchase or Seven and a Half Years in the Far West* by Hall, who wrote under the pseudonym Robert Carlton. The work is in two volumes and was published by Appleton in 1843. They have been rebound in green buckram, and attempts have been made to eradicate all marks of ownership. Above the imprint on the title pages were acquisition numbers 13736 and 13737. There are some other marks of identification, which the library which owns them will be able to furnish.

Special Libraries News Notes

UNDER THE DIRECTION of Mary G. Lacy, Librarian, Bureau of Agricultural Economics, Mamie I. Herb has compiled *Business and Banking Periodicals Reviewing the Business Situation: A Selected List Compiled From the Periodicals Received in the Libraries of the United States Department of Agriculture and the Federal Farm Board*. Under date of August 1931, this is published as Agricultural Economics Bibliography No. 34.

This list does not claim to be complete. It includes the business and banking periodicals reviewing the business situation, which are received currently in the library of the Bureau of Agricultural Economics and in the library of the Federal Farm Board.

The list, comprising fifteen mimeographed sheets, is divided into two parts, one devoted to the United States, the other to foreign countries. The arrangement is alphabetical by title. The publisher, the place of publication and an annotation on each title are given, which makes it a particularly useful list for the librarians of the smaller and medium-sized public libraries, who do not ordinarily handle business and financial periodicals and who need to know more about this kind of material. If the price had been included the information would have been entirely complete.—M. R.

A LONDON BIBLIOGRAPHY of the Social Sciences has been prepared by the British Library of Political and Economic Science in London, School of Economics, compiled by B. M. Headicar, librarian and his assistant, C. Fuller. It comprises 600,000 volumes and pamphlets, including official publications of all countries alphabetically arranged under subjects based on Library of Congress list of subject headings. The Bibliography is printed in four volumes priced at £6 - 6s.

Mystery Story Solution Wanted

THE "MYSTERY STORY HABIT" has pervaded the child world! The introduction of mystery stories into a library although perhaps inevitable is deplorable. As directors of childrens' reading, librarians purpose to act as guides, because children cannot be expected to have a fully developed power of discrimination.

There are only two slight advantages that can be apprehended from observation thus

far, in dealing with the mystery story. One is, that it provides more wholesome amusement than some other recreation that could be resorted to. The other is, that it makes a wedge for some unliterary minded children who have not the library habit. But luring the child into the library by this means is a line of least resistance and only pampers and tempts him as a doctor would tempt an unwilling young patient to take his medicine with sugar coated pills.

A child thus inveigled would probably not be led to higher types of books in the end, and he would only excite the other children into the easy habit of devouring this form of tale. A child who once gets the "mystery story habit" is insatiable. He can never get enough. "I want a mystery," is the persistent demand. He excludes all else and becomes one-sided in reading taste, missing the contact with other varieties of books that would develop him as well as amuse him. The reading of mystery stories aggravates the already too nervous and restless tendency in the child of today. With a few exceptions, good style and logic of plot and character are sacrificed for sensationalism and consideration for the rapid reading quality of the story. This unconstructive diversion gives only temporary pleasure instead of providing a living motif, and the acquaintance with real and immortal characters that a good book offers.

If, by the time a child has an intermediate card, he reads entirely worthless things, then we are not responsible, if we have endeavored to give him the best. But good seed will usually germinate if it is not choked out or undernourished. The good taste of a reader will dominate, if strongly implanted.

Now, for a solution: First, bar all mystery stories from juvenile library shelves gradually. Discard them as they wear out and do not replace. If done too suddenly the effect would be too obvious. Second, substitute those books that are for the most part already in physical evidence on the shelves, but which have been temporarily blotted out of the minds of the children who have obtained their thrills from what they believe to be the best source of excitement. The thing for us to do is to change this attitude slowly but surely, by being clever "salesmen," and preparing the mind of the child to be receptive to the better type of engrossing books. There are many on our shelves that provide entertainment and complete recreation, which after all is what the young reader wants.

The children who think themselves deprived will undoubtedly be disgruntled for a while, but let them rebel. We will have our answers ready for them, being prepared with

patience for much repetition, and the dissension will some day die down, giving place to quiet satisfaction, and all will be well.

EDITH JENNINGS.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, Of the LIBRARY JOURNAL, published twice-a-month, at New York, N. Y., for October 1, 1931.

STATE OF NEW YORK, } ss.
COUNTY OF NEW YORK, }

Before me, a Notary Public in and for the State and County aforesaid, personally appeared J. A. Holden, who, having been duly sworn according to law, deposes and says that he is Business Manager of the R. R. Bowker Co., publishers of THE LIBRARY JOURNAL, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:
 Publisher R. R. BOWKER Co.
 62 West 45th St., New York
 Editor R. R. BOWKER
 62 West 45th St., New York
 Managing Editor BERTINE E. WESTON
 62 West 45th St., New York
 Business Manager JOHN A. HOLDEN
 62 West 45th St., New York

2. That the owners are:

R. R. BOWKER Co., 62 West 45th St., New York.
 R. R. BOWKER, 62 West 45th St., New York.
 MARIAN A. OSBORNE, Haverford, Pa.
 J. A. HOLDEN, 62 West 45th St., New York.
 F. G. MELCHER, 62 West 45th St., New York.
 A. R. CRONE, 62 West 45th St., New York.
 A. C. FRASCA, 62 West 45th St., New York.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages or other securities are:

NONE.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company, but also, in cases where the stockholder or security holder appears upon the books of the company as trustees or in any other fiduciary relation, the name of the persons or corporation for whom such trustee is acting is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona-fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds or other securities than as so stated by him.

J. A. HOLDEN, Business Manager.

Sworn to and subscribed before me
 this 21st day of September, 1931.

ARMOND FRASCA,

Notary Public, New York Co., N. Y., No. 177.

Reg. No. 31250.

[Seal] (My commission expires March 30, 1933)

School Library News

Library Observes Kentucky Day

KENTUCKIANS love Kentucky! December 12, Kentucky Day, was fittingly observed in the Augusta Tilghman High School Library. An attractive collection of books by Kentucky authors caused many students to read their books. They had one bulletin board of "Famous Kentuckians" and another "Interesting Places in Old Kentucky." Irvin Cobb, Paducah's most famous son, autographed some of his books at the high school assembly which created more enthusiasm for this popular author. His autographed books were kept on display for a few days. This school has no art department and students have volunteered to make posters. Their work has been commendable and it has aroused interest in reading. At different times each home room has selected books for the library. The money for these books has been left over from lectures where students brought voluntary collections. Each room selected books with the help of the home room advisor. This has done more to stimulate reading than any other one thing.

Special Class Reference Work

WE HAVE GAINED the interest and cooperation of the teachers in the Chaffey Union High School Chaffey Junior College Union California by bringing some of their classes to the library for special class reference work, such as the League of Nations. World disarmament, Russia's five-year plan, and also for browsing. This plan has been especially worthwhile during the first week or two of school and for the final week of school, when enthusiasm for work is at a low ebb. Our picture collection is going to prove most valuable to teachers and students in the classroom, as these attractive pictures add much to the interest in history, literature, agriculture, poultry, livestock, and so on. Duplicate copies of *National Geographic*, *Asia*, *Touring Topics*, agricultural magazines and pictorial sections of the newspapers furnish us with excellent material. The library display case is kept filled with student projects and interesting collections, and changed at frequent intervals. These displays always command attention and attract students to the library.

Ingenious Methods For Securing Books

WITH ANOTHER LIBRARY in which there are many empty shelves to fill in the beautiful new dormitory and with all of the former library kept intact in the Administration Building, Oak Grove Seminary Library, Vassalboro, Maine, has needed many ingenious methods for securing books. The Seniors presented the new *Encyclopedia Britannica* as their Class gift. Students have responded during the year to an invitation to donate the classics and modern literature which they bought for book reports; with a little planning on the part of the Book Club it is easy to avoid duplicates. Some of the teachers have also been active in buying books to give as soon as they have read them. It is pleasant and efficient to buy many books at once from a library appropriation, but somehow there is a compensation of atmosphere and personality in these cooperative ways that money could never buy.

Circulating Copies Of World Atlas

LIBRARIANS are continually being asked for geographies and atlases. They usually find that nearly half of the patrons asking for a geography really want an atlas. The problem is to find one that is complete and up-to-date, and yet reasonable enough in price that it can be circulated. The Sacramento City Library solved the problem most satisfactory for both the public and the library when it purchased the Readers' edition of the Rand McNally *World Atlas* for circulation. These copies of the atlas are rarely to be found on the shelves, attesting the popularity of the idea. When Mr. McNally was on his recent trip through Northern California he found that other librarians were favorably impressed with the idea, many of them buying the atlas to circulate in their own libraries.

Correction Note

ON PAGE 697 of the September 1st issue of THE LIBRARY JOURNAL, in the article entitled "Frederick H. Hild Regional Branch" the fifteenth line of the second column should read "A ten-year file of bound *Readers' Guide* periodicals" instead of "a ten-year file of bound *Readers' Guide* to periodicals."

Among Librarians

JOHN N. ANSTEINSSON, librarian of the Technical High School of Trondhjem in Norway, will become acting librarian in charge of the Classification and Cataloging Department, University of Michigan General Library, on November 1.

CORINNE BACON is serving as acting librarian at the Washington and Lee University Library, Lexington, Virginia, until December 15, 1931, while the librarian is on leave of absence.

EUNICE BETTEN, Simmons '30, is to be librarian of the East High Evening School, Rochester, New York, for the coming year.

WILLIAM WARNER BISHOP was elected President of the International Federation of Library Associations at the meeting held in Cheltenham, England, the last week in August.

MRS. GERALDINE V. CARLISLE, librarian of Air Corps Tactical School, Langley Field, Va., has been transferred with the school to its new location at Maxwell Field, Montgomery, Alabama.

KATHERINE DAWLEY, of the Cataloging Department of the University of Chicago, has recently joined the staff of the Museum of Science and Industry, founded by Julius Rosenwald and temporarily located at 1525 E. 53rd St., Chicago. Next spring the museum will be located in the remodeled Fine Arts Building in Jackson Park.

ASA DON DICKINSON, librarian of the University of Pennsylvania since 1919, will become librarian of the new Brooklyn College, Brooklyn, New York, on December 1, 1931.

WILLIAM E. HENRY became dean emeritus of the Washington Library School on June 30, 1931. He came to the University of Washington in 1906 as librarian, and organized the library school in 1913. He is succeeded by Ruth Worden as acting dean, who has been his assistant for the past five years.

GLADYS JOHNSON, Pratt '30, formerly in the Charlotte, N. C., Public Library, has been made librarian of the Mars Hill Junior College Library at Mars Hill, N. C.

BETSY T. KEENE, Columbia '27, has been appointed to succeed Marion Redway as librarian of the Milne High School Library Albany, N. Y.

MARGARET R. KELLEY, Pratt '29, formerly school librarian of the Guernsey Memorial Library at Norwich, N. Y., was married on June 29 to Mr. Russell Lowell Hogue.

MRS. EVALENA CAIRNS KING, Pratt '29, has been appointed to the staff of the Pratt Institute Free Library.

MARGARET LANE, Columbia '28, has been appointed librarian of the public schools in Delmar, New York.

LOREEN LUBBERS has been appointed librarian of the W. T. Rawleigh Company of Freeport, Ill.

LESTER M. MINKEL, Columbia '29, who has been supervisor of departmental libraries at the State University of Iowa since 1929, has resigned to accept the position of librarian of the Trenton, N. J., Senior High School.

MRS. ALICE PALMER MORRIS, Wisconsin '27, has accepted the position as librarian of the State Teachers' College, Morehead, Ky.

DOROTHY NEWTON, Los Angeles '26, formerly assistant in charge of Young People's Work at Adult Education Department of the Los Angeles Public Library, is now branch librarian of the Cahuenga Branch, Los Angeles Public Library.

DOROTHY SMITH, Simmons '21, has been appointed reference librarian of the University of Maine Library.

MARY C. WEISS, librarian of the Warren, Pa., Public Library since 1889, resigned on July 13, 1931.

DORIS WILSON, Simmons '29, has been appointed on the staff of the Amherst College Library.

ELEANOR WITMER, N. Y. P. L. '20, who has been acting librarian of Teachers College Library, Columbia University, since April has now been appointed librarian.

THEODORA W. WOODS, Pratt '30, formerly cataloger in the Brooklyn Museum Library, has been appointed assistant librarian and instructor in the State Teachers College Library at Trenton, N. J.

ELIZABETH D. YOUNG, Pratt '29, formerly assistant in the Public Library at Aliquippa, Pa., has been appointed librarian of the Demonstration High School at the State Teachers College, Montclair, N. J.

Opportunities For Librarians

Position wanted as an assistant in any library. Four years of experience in a public and school library, one year of high school training in library methods. Y13.

Position in public library wanted by young woman with four years' experience, summer school classes in library methods, B.A. and M.A. degrees. Available after January 1. Y14.

College woman, library school graduate with years of experience including administrative positions, desires opening. Y15.

Cataloger wants to organize small library or take full charge of catalog department. Eight years of experience including instructing and classifying in large engineering library. Translator from French, German, Scandinavian languages. Familiar with several classification systems. Y16.

Parcel Post Rates Raised

SINCE MAY 1st, postage due on parcel post packages from Europe has been raised from 5 cents to 15 cents by the Post Office Department. All shipments from abroad, valued at more than \$100, require formal customs entry; all shipments of \$100 or less valuation do not require formal customs entry.

"Book Post," the cheapest postage for libraries, is assessed at 8 cents per pound. "Parcel post," by comparison, is 14 cents per pound. Packages up to a weight limit of 4 lbs. 6 ozs. may be sent by "book post" from Europe, if the contents are printed matter, or, if it is a single volume, the weight limit may be 6 lbs. 9 ozs.

The U. S. Post Office, foreign section, will clear any shipment of a valuation of \$100 or less without the formality of a customs entry, or without any customs charge. It would be to the advantage of a library, therefore, to ask European agents to ship by "book post" in parcels weighing not over 4 lbs. 6 ozs.

At the rate of 14 cents per pound for "parcel post," it would be cheaper to pay parcel post rates on shipments weighing up to 22 lbs. for both France and Great Britain and 44 lbs. for Germany, rather than have the shipment cleared through customs brokers, whose minimum charge for a formal entry is \$5. For shipments weighing more than 35 lbs., parcel post rates (14 cents per pound) would be higher than the customs entry charge.

CARL L. CANNON,
Chairman, A.L.A. Bookbuying Committee.

The Calendar of Events

October 16—New Jersey Library Association, annual meeting in Trenton, New Jersey.

October 15-16—Kentucky Library Association, annual meeting in Louisville, Kentucky.

October 20-23—Pennsylvania Library Association, annual meeting, Carnegie Library, Pittsburgh, Pa.

October 20-22—Kansas Library Association, annual meeting at Wichita, Kansas.

October 21-23—Illinois Library Association, annual meeting at the Père Marquette in Peoria, Ill.

October 22-24—Mississippi Library Association, annual meeting at Hattiesburg, Mississippi.

October 28-30—Indiana Library Association, annual meeting in Indianapolis, Indiana. Joint meeting with Indiana Trustees Association.

October 28-31—Texas Library Association, biennial meeting at San Antonio, Texas.

October 29-31—Missouri Library Association, annual meeting at Cape Girardeau, Missouri.

November 6-7—Virginia Library Association, annual meeting at Newport News, Virginia.

November 12-13—North Carolina Association, biennial meeting at Duke University, Durham, North Carolina.

November 14—Arizona Library Association, annual meeting at Phoenix, Arizona.

November 28—Eastern College Librarians, nineteenth annual conference at Columbia University.

December 28-31—Mid-Winter A.L.A. meeting, Drake Hotel, Chicago, Ill.

April 25-30, 1932—American Library Association annual meeting at Roosevelt Hotel, New Orleans, La.

Repairing and Mending Books

THE William H. Rademackers and Son Company, Library Binders, of Newark, New Jersey, extend to Librarians, Assistant Librarians, Supervisors of Binding and Assistants an invitation to attend classes which are to be held Tuesdays, Thursdays and Fridays during the year between October 1, 1931 and May 15, 1932, under the personal supervision of Mr. Wm. H. Rademackers, Sr. Write for appointment.

A Classified List of Magazines of Interest to Libraries

ART

ARTS & DECORATION

A magazine beautifully illustrated and well edited for the home owner and apartment dweller. The advice of authorities is given on Architecture, Gardens, Decoration, Antiques and Furnishing as well as the changing fashions in linens, laces, silverware, glassware, pottery and dining table decorations. Well known critics discuss the theatre, books and travel. Edited by Mary Fanton Roberts. Published monthly at 578 Madison Ave., New York, N. Y. Subscription \$6.00 a year. Published on 23rd of month. Indexes supplied on request. 2 volumes a year beginning May and November. Vol. XXXVI begins with November, 1931 issue.

THE BULLETIN OF THE METROPOLITAN MUSEUM OF ART

Illustrated articles on accessions, exhibitions, and other topics of current interest. Schedules of exhibitions and lectures.

Published monthly under the direction of the Secretary of The Metropolitan Museum of Art, Fifth Avenue and 82d Street, New York, N. Y.: Winifred E. Howe, Editor. Subscription \$2.00 per year, single numbers 20 cents each.

METROPOLITAN MUSEUM STUDIES

Scholarly articles on important works of art in the Museum Collections contributed by members of the Staff and other authorities. Profusely illustrated in halftone, photogravure, and color.

Published semiannually by The Metropolitan Museum of Art, Fifth Avenue and 82d Street, New York, New York. Subscription \$7.00 per volume, single numbers \$4.00 (two numbers per volume).

EDUCATION

INDUSTRIAL EDUCATION MAGAZINE

A practical magazine containing problems, projects, and instruction sheets on all forms of shop work, including metalwork, woodwork, printing, auto mechanics, electrical work, farm mechanics, mechanical drawing, etc. Each number contains a supplement of tracings of working drawings. It is of general interest to home craftsmen and of particular interest to students and teachers of industrial arts.

Edited by Charles A. Bennett and Dr. William T. Bawden, published in Peoria, Ill., on the 1st, 12 issues a year, subscription \$2.00, one volume a year beginning with July, volume XXXIII began July, 1931, title-pages and indexes issued loose in June, indexed in Readers' Guide and Education Index.

THE PARENT'S MAGAZINE should be in every branch of your library, with a few copies to loan. This magazine is indexed in Wilson's Guide to Periodical Literature. Four great universities officially cooperate in the publication of The Parents' Magazine and there are more than 50 child specialists on its advisory board.

Mothers who are perplexed about the diet, ailments and behaviour of their children; members of women's clubs who have papers to prepare on the best ways of handling the difficult problems of youth; teachers and preachers who also want to know the latest findings of specialists on rearing children from crib to college, all need The Parents' Magazine for quick and reliable reference.

Whenever anyone consults you about problems on child rearing be sure to tell them what you know about The Parents' Magazine, the foremost magazine in the field.

FICTION

THE GOLDEN BOOK MAGAZINE

Fiction lovers who want the best that the world has produced, turn to the Golden Book. The moderns most discussed, the classics most valued. A distinguished board of literary experts selects for the world's treasures the real stories which deserve to live. Such a magazine can never be dull with this vast reserve to draw upon. It is now being published in a small size 6 x 9, which is proving very popular. A subscriber says, "I know just where to place the culture of a home if the Golden Book is in evidence."

Edited by Frederica Field. Published in New York City, on the 20th of the month preceding date of issue, 12 issues a year, subscription \$3, two volumes a year beginning January and July. Volume XIV began August, 1931. Indexes issued upon request.

GARDEN AND HOME

BETTER HOMES AND GARDENS

Better Homes and Gardens is published by the Meredith Publishing Company. It was founded in 1922 by the late E. T. Meredith. It has grown to a circulation of 1,400,000 because it has met a real need of home-minded people. It deals authoritatively with home beautification, both inside and out; flowers, landscaping, home building, interior decorating and furnishing; recipes, and all important home subjects. Popularly priced at 60 cents for 1 year, \$1 for 2 years. Indexed in Readers' Guide.

HEALTH

THE AMERICAN JOURNAL OF PUBLIC HEALTH AND THE NATION'S HEALTH

This magazine published monthly by the American Public Health Association, is the only magazine devoted exclusively to public health. It presents a resumé of public health development in the United States. It keeps the reader up-to-date on everything pertaining to public and personal hygiene—milk and water sanitation, communicable disease control, child welfare, public health nursing, nutrition, health education, health department methods and procedures.

Edited by M. P. Ravenel, M.D. Published by the American Health Association, 450 Seventh Avenue, New York, N. Y. Subscription \$5.00 per year; publication date, the first of the month; indexed in Readers' Guide and Current Magazine Topics.

HOME ECONOMICS

HOME ECONOMICS NEWS

Devoted to a practical treatment of the problems confronting homemakers and teachers of home economics. It treats of Home Making and Child Care, Foods and Cooking; Textiles, Clothing and Sewing, and the various phases of home economics education.

Edited by a Board of outstanding home economics educators, published in Peoria, Ill., on the 15th of preceding month, 12 issues a year, subscription \$1.50, one volume a year, volume No. 11 began January, 1931, title-pages and indexes issued loose in December, indexed in "The Education Index."

HOME ECONOMICS**JOURNAL OF HOME ECONOMICS**

The professional Journal of the American Home Economics Association. Deals with the application of modern natural and social science to healthful nutrition, suitable clothing, proper housing, wise use of income, efficient home management, child care and parental education, and desirable family life. Contains authoritative articles, abstracts, book reviews, news notes.

Edited by Helen W. Atwater, published at 101 East 20th Street, Baltimore, Md., the 1st of month, 12 issues a year, subscription \$3.00, 2 years, \$5.00; title-page and index in December issue, indexed in Readers' Guide and in Education Index.

HUMOR**LIFE**

Wit, humor, sentiment and satire in pictures, paragraphs, verse and short articles. Theatre and movie reviews, feature articles on sports and contract bridge, crossword puzzles and other features.

Edited by Bolton Mallory, published at 60 East 42nd Street, New York City, each Friday, 52 issues a year, subscription \$5.00, 2 volumes a year beginning January and July. Vol. 98 began July 1, 1931; no title-pages or indexes.

LITERATURE**THE BOOKMAN**

America's only literary monthly; founded 1895. Designed to increase the pleasure of reading and to help readers find their highest level in literature. Surveys new books, provides the human background for living authors; devotes part of each issue to older authors and the classics. Strongly conservative in viewpoint.

Edited by Seward Collins, published at 386 Fourth Avenue, New York City. Subscription \$4.00 a year; publication date the 20th of the month; 2 volumes a year, indexed, beginning March and September; indexed in Readers' Guide.

THE SATURDAY REVIEW OF LITERATURE

A weekly journal of literary criticism containing authentic and unbiased reviews of current books.

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—John S. Cleavinger,

School of Library Service,
Columbia University.

Edited by Henry Seidel Canby; Managing Editor, Amy Loveman; Contributing Editors, William Rose Benét and Christopher Morley. Published on Saturday of each week, at 25 West 45th Street, New York City. Subscription price \$3.50 a year (52 issues). One volume a year, beginning in August. Vol. VIII, August, 1931.

MAGAZINES FOR BOYS**BOYS' LIFE**

A magazine for all boys, published monthly by the Boy Scouts of America. Inspiring and interesting adventure in all parts of the world in short story and serial form, stories and instructive articles on all sports by leading authorities, coaches and well-known athletes; stories and articles and departments on aviation, radio, stamp collecting, handicraft, Scouting and all boy hobbies.

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OUTDOORS**FIELD & STREAM**

Here you will find stories of the outdoors written by the greatest sportsmen and authorities. Practical

articles and special departments bring a sportsman reliable information that will mean more enjoyment and success in his sport. Nine department editors are at the service of subscribers for free advice. Forest & Stream is now combined with Field & Stream. Edited by Ray P. Holland, published monthly at 578 Madison Ave., New York, N. Y. Subscription, \$2.50 a year. Published on 10th of month. No index.

RADIO**QST**

The oldest radio magazine in the United States; devoted exclusively to the interests of the amateur in experimental radio as a hobby and scientific educational medium. Illustrated constructional articles on the building of all types of short-wave amateur transmitters and receivers; amateur station operation; national and international contests; expedition communication; information service department to readers.

Published by the American Radio Relay League, Inc., 38 LaSalle Road, West Hartford, Conn. Subscription \$2.50 per year; publication date, 25th of the month. Title-page and index with each issue and cross-indexed yearly index.

SOCIAL WELFARE**THE SURVEY**

Covers the entire field of social welfare—family welfare, community organization, housing, delinquency, health, industry, etc.

Edited by Paul U. Kellogg, 112 East 10th Street, New York City, published the 1st and 15th of each month, 24 issues a year. The issue on the first of each month is Survey Graphic. Subscription \$5.00, two volumes a year beginning Oct. 1 and April 1. Volume LXV begins Oct. 1, 1931, title pages and indexes issued loose in April and October, indexed in Readers' Guide.

TRAVEL, OUTDOOR, AND EXPLORATION TRAVEL

A magazine devoted to travel and exploration and to the life and customs of people in all parts of the world. Articles by many writers of distinction. Profusely illustrated with superb photographs.

Edited by Coburn Gilman, published at 4 West 16th Street, New York City, the 25th of month preceding date of issue, 12 issues a year, subscription \$4.00, two volumes a year beginning May and November. Volume LV began May, 1930, title pages and indexes issued loose in May and November, indexed in Readers' Guide and Current Magazine Contents.

WORLD AFFAIRS**THE REVIEW OF REVIEWS**

You get the essential news quickly and accurately, intimately and in satisfying doses in the *Review of Reviews*—the monthly news magazine. Not only do you miss nothing but you are told what it all means by men who speak with authority. The gossip is omitted and the facts are made interesting so that regular readers are a little better informed than their neighbors and competitors. This magazine has not found it necessary to print a correction of facts in ten years. The *Review of Reviews* knows what it is talking about. People who must think right, rely upon it.

Edited by Albert Shaw. Published in New York City, on the 25th of the month preceding date of issue, 12 issues a year, subscription \$3, two volumes a year beginning January and July. Volume LXXXIV began July, 1931. Indexes issued upon request.

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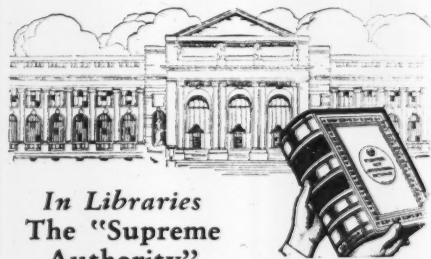
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is edited by S. W. Merrihew, published in New York City, 15 times a year, subscriptions \$4.00. One volume a year. Volume XXV began April, 1931. No title pages or indexes issued.

Send for your sample

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Published by Harold Hersey for The Dance Publishing Corporation, edited by Paul R. Milton, at 570 Seventh Avenue, New York, N. Y., the 23rd of every month. 35c. a copy, \$4.00 for one year, \$6.00 for two years in the United States and possessions. Only two volumes a year, beginning November and May. Annual index appears every February.

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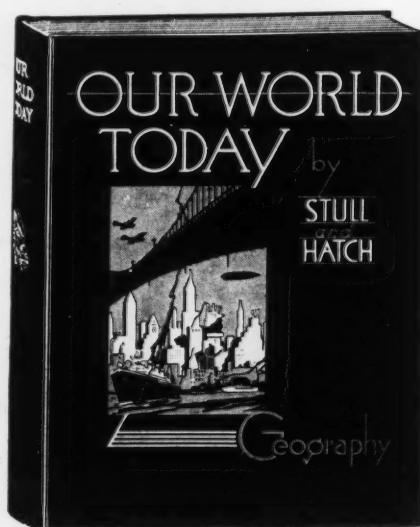
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